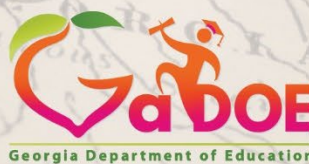


STATE OF GEORGIA GUIDE FOR SCHOOL SAFETY PLANS

Georgia Emergency Management and Homeland Security Agency
Georgia Department of Education



PURPOSE

The State of Georgia Guide for School Safety Plans was designed to be a resource for school administrators to understand legal requirements and best practices in the development of their School Safety Plan. Schools are encouraged to use these recommendations in conjunction with local policies, resources, and community stakeholders to develop School Safety Plans appropriate for their communities.

Georgia schools face ever increasing and complex security and safety demands while they ensure a nurturing environment where quality, well-rounded education is available to prepare all students for success in the global economy. The State of Georgia Guide for School Safety Plans focuses on the security and safety aspects of school planning.

Under Georgia law, each public school is required to develop a school safety plan “to help curb the growing incidence of violence in schools, to respond effectively to such incidents, and to provide a safe learning environment for Georgia's children, teachers, and other school personnel. Such a plan shall also address preparedness for natural disasters, hazardous materials, or radiological accidents, acts of violence, and acts of terrorism.”

The Georgia Safe Schools Act enacted during the 2024 Legislative Session aims to modernize emergency response training statewide and to broaden awareness of school safety and security concepts. All public schools are required to submit their school safety plans to their local emergency management agency, law enforcement, and Georgia Emergency Management and Homeland Security Agency for approval. The plans should be created with input from community stakeholders including students, parents, faculty, and local law enforcement, as well as fire and emergency services. The plan must be updated annually. (Official Code of Georgia Annotated [O.C.G.A.] § 20-2-1185)

School safety plans for private schools are encouraged to have input from students, parents or legal guardians, teachers, other school employees, local law enforcement, fire service, public safety, and emergency management agencies.

The Georgia Department of Education and Georgia Emergency Management and Homeland Security Agency staff are available to review School Safety Plans and provide site risk assessments, along with other technical assistance regarding school safety and security procedures. Georgia Emergency Management and Homeland Security Agency will provide these same services to private schools upon request.



Please contact the Georgia Emergency Management and Homeland Security Agency at gema-schoolsafety@gema.ga.gov for additional information.

For more information regarding the GEORGIA CODE O.C.G.A. § 20-2-1185, please visit <https://law.justia.com/codes/georgia/2010/title-20/chapter-2/article-27/20-2-1185>

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YOUR SCHOOL SAFETY PLAN

Your school safety plan is a mechanism to create a culture of preparedness and response when emergencies occur at a school. Local emergency management agencies (EMAs), community stakeholders, law enforcement, school boards, school administrators, staff, and students should be aware of the document's contents and the roles they play in the plan. Consistent training, exercises, and awareness are strongly encouraged to create and sustain an elevated level of emergency preparedness and rapid, rational response.

The following resources are available to help schools create their School Safety Plans:

- State of Georgia Guide for School Safety Plans – This document
- State of Georgia School Safety Plan Checklist – A tool to help schools document and track various sections of their school safety plan. The checklist provides a quick reference of the required and recommended sections for inclusion into plans to prevent and mitigate safety issues.
- Georgia Department of Education Office of Whole Child Supports
- Georgia Emergency Management and Homeland Security (GEMA/HS) Homeland Security Coordinators (HSC)

PREPARING TO COMPLETE THE SCHOOL SAFETY PLAN

The following preliminary steps will help you successfully and efficiently complete your plan.

1. School personnel involved in the school safety planning process should review the guide and monitor development progress by using the checklist.
2. When developing your School Safety Plan, it is recommended that you collaborate with stakeholders (e.g., local EMAs, public safety, law enforcement, community partners, etc.). Schools should include within the plan a current list of stakeholders and their contact information (see School Safety Plan Development Team section of this guide).
3. To facilitate the planning process, stakeholders should gather relevant documents and information, such as blueprints of your school, emergency check-out procedures, and maps of evacuation routes.

COMPLETING THE SCHOOL SAFETY PLAN

Planning stakeholders should be prepared to dedicate time to completing the School Safety Plan. An effective plan will contain and reference many details and contingencies. The information provided within this guide corresponds with an accompanying checklist. It is intended to provide a snapshot of areas required and recommended within the plan to aid stakeholders in the development of the School Safety Plan.



SCHOOL SAFETY PLAN DEVELOPMENT TEAM

The School Safety Plan Development Team should be a comprehensive team that includes all should include school personnel, students, local EMA representatives, law enforcement personnel, and other community partners. It is important to maintain updated contact information for the stakeholders including: names, phone numbers, email addresses, the organizations they represent, and an emergency backup. The collaboration of the development team is vital for creating a school safety plan that reflects diverse areas of safety such as security, after-hours surveillance, and addressing individual facilities such as ball fields, parking lots, and the surrounding community.

Per **Georgia Code O.C.G.A. § 20-2-1185**: School Safety Plans of public schools shall be prepared with input from students enrolled in that school, parents or legal guardians of such students, teachers in that school, community leaders, other school employees and school district employees, and local law enforcement, juvenile court, fire service, public safety, and emergency management agencies. A consistent cadence of correspondence with law enforcement, local emergency management, and community partners will ensure a cohesive planning process for the safety of the school and the local community. After completion, School Safety Plans must be approved by the EMA, local law enforcement, and GEMA/HS.



SCHOOL SAFETY PLAN STRATEGY AREAS

The School Safety Plan reflects the unique circumstances of each school and incorporates strategy areas to enhance safety protocols. The five School Safety Plan Strategy Areas provide school administration with the means to prepare for several types of disasters, emergencies, and crisis situations. School Safety Plans shall include, at a minimum, the following strategy areas:

- A. Training school administrators, teachers, and support staff, including, but not limited to, school resource officers, security officers, secretaries, custodians, and bus drivers, on awareness, and school emergency planning best practices
- B. Evaluating and refining school security measures
- C. Updating and exercising school emergency preparedness plans
- D. Strengthening partnerships with public safety officials
- E. Creating enhanced crisis communications plans and social media strategies



SCHOOL CRISIS PLAN ROLES, RESPONSIBILITIES, AND DESIGNATED LOCATIONS

A crisis is defined as a sudden and unexpected event leading to a disruption of operations at a school or a school-sponsored event (i.e., field trip, sporting event, extracurricular activities), also considered an emergency situation. Crises may be natural (weather related) or manmade (e.g., cyber threats, hazardous materials exposure, active attacks). As with any emergency, crisis mitigation strategies are important components to the School Safety Plan.

This section of the plan identifies school personnel assigned to specific safety tasks and details the locations for gathering during a crisis. Schools should consider developing, maintaining, and exercising the plan to prepare school personnel to implement emergency preparedness throughout the school year. The plan provides details about the school personnel trained in emergency planning programs, including training such as first aid and CPR. The plan should also offer details about activities performed by teachers and students to rehearse how they will react to a crisis. Several types of drills, such as severe weather or fire drills, should be tracked. Use the Training Record section within the guide to record the names and dates of the individuals who have received training and performed exercises and drills.

The following information should be captured in this section of the School Safety Plan:

1. Decision makers and backups who have responsibility for and authority to determine how to respond to a crisis.
2. School personnel who will conduct specific safety tasks and who have been thoroughly trained in those safety areas.
3. School personnel identified and trained to conduct response activities inside and outside of the building as well as other emergency response tasks.
4. Alternate school personnel identified and trained on their emergency response tasks.
5. Communication mechanisms to be used during a crisis.

It is important for school administrators to have clear decision-making chains of command, communication, and appropriate school personnel chosen for safety and security roles. These key personnel must understand their role and be committed to conducting their tasks during an emergency. In addition to being responsible for conducting the task, school personnel must be thoroughly trained in all areas pertaining to their safety tasks.



EMERGENCY EVACUATION PROTOCOL

The need for a school evacuation can occur suddenly, requiring school personnel and students to be able to leave school premises as quickly and as safely as possible. This section presents best practices and recommendations for creating an emergency evacuation protocol that identifies exit strategies, designated safe locations, and the school personnel who will conduct the evacuation.

Once an emergency evacuation protocol has been developed, it is important for school personnel and students to understand it and practice it throughout the year. Every evacuation is an opportunity to take lessons learned from the evacuation to update the school safety plan.

It is recommended that the following items be included in your emergency evacuation protocol:

- An assembly area and alternate assembly area should be designated and shared with school personnel. These locations should be at least 1,000 feet away from the school in the event it becomes necessary to evacuate the school campus (e.g., the baseball field). The assembly area and alternate assembly area must be selected with care to ensure students and staff do not encounter additional dangers or safety risks.
- An evacuation plan, inclusive of evacuation routes to the assembly area, developed and distributed to school personnel along with designated alternative assembly area in the event the primary areas have been compromised.
- Physical or electronic blueprints of the facility and maps of school buildings and campus, which are current and shared with EMAs and law enforcement.
- Develop a security plan for all areas of the school to include parking lot areas, ballfields, and buildings located in and around the school.
- An evacuation transportation plan for persons with disabilities, mobility issues, or injuries, developed and distributed to school personnel.
- Physical or electronic copies of the current evacuation plan, along with a plan for persons with disabilities, developed and distributed to school personnel.
- Procedures to monitor and assess the feasibility of a return to normal operations.
- Procedures to periodically assess the public address system as the primary means of notifying building occupants and other methods of communicating with school personnel.
- A plan to have maps posted within eye level of students indicating primary and secondary evacuation routes in all classrooms and shared areas.
- A plan for teachers to bring their “Go Kit” with them to the assembly areas (refer to the “Go Kit” purpose and content located on Emergency Kits and Devices page of this guide).
- A plan for teachers to verify that students are out of the classrooms, restrooms, and workrooms.



- Procedures for teachers to guide students to the designated assembly area(s).
- Procedures for teachers to verify the presence of all students at the assembly area(s) and immediately report students who are not present to school administrators.
- A procedure for teachers to remain with their students until administrators sound the all-clear signal.
- Procedures for school personnel to collect critical information to manage and monitor students at the assembly areas.
- A plan for school personnel to take the emergency kit(s) to the assembly area(s).
- A plan for school personnel to collect lists from teachers of students who are unaccounted for, compare with the daily attendance absentee lists, and share with emergency response personnel (*If possible, include photos of students.*)
- A procedure to communicate and confirm that the building has been cleared.
- A plan for school personnel to maintain contact with police/fire department(s) to stay informed about the conditions at the school site.
- A procedure to address reverse evacuations should include steps to remove all students and personnel from assembly areas and return to the school, if applicable. In addition, the procedure should include identified evacuation routes to the assembly areas that are visible to students' eye level.
- A procedure to inform the local fire department, law enforcement agencies, and first responders of the number of students and school personnel in the school and provide a copy of the school floor plan, with additional copies available.
- A procedure for how and when to inform parents of the evacuation and safety reentry.



STUDENTS WITH DISABILITIES OR INDIVIDUALIZED EDUCATION PROGRAMS

The need for an emergency plan for students and staff with disabilities, mobility issues, injuries, and individualized education plans (IEPs) is essential to securing a safe school environment for school personnel and students. Students with disabilities (SWDs) are entitled to the same emergency services as their peers and should be considered and included during emergency management planning.

It is recommended the following considerations be included in your emergency plans for students with disabilities:

- Plan to work with a disability specialist who can provide guidance on how to meet students' physical and emotional needs. Disability specialists make ideal candidates for a core planning team, not only because they are experts in disability issues, policies, and legislation, but also because they are experts in supporting their schools' students with disabilities and the services with which they are provided.
- Identify the students' special needs in close consultation with parents/guardians to collect and organize specific data about students with disabilities, such as who has a disability, the nature of the disability, and the implications of that disability for safety planning. Most information about students' disabilities is confidential and requires specific authorization.
- Develop a procedure to maintain a confidential roster of students with special needs that identifies students who have disabilities and lists their teachers, classrooms, and daily schedules, as well as their potential needs during an emergency. The roster should be labeled as classified, with access limited to authorized personnel only.
- Plan to build on current accommodations, modifications, and services to ensure success and safety. By law, schools must establish an individualized education program (IEP) or 504 plan for each student with a disability if such a plan is required to promote that student's successful inclusion in classroom and non-classroom settings. These accommodations are based on the student's strengths and needs and are selected for their capacity to promote that student's success. Accommodations required during an emergency may include things such as:
 - Supervision during transitions; adult one-to-one assigned to student, if feasible
 - Simple instructions in multiple modalities that are practiced in nonemergency situations
 - A pre-identified quiet place for a student to self-regulate, if available
 - Inclusion of items in a Go Bag which are part of the IEP such as fidget items, hand sanitizer, emergency medications (e.g., an asthma inhaler), noise canceling headphones, etc.
 - Self-calming strategies taught in advance



- A peer buddy system
- A process to reach students with disabilities along with a plan for appropriate emergency response strategies. Schools should also provide response training to students with disabilities and to the adults responsible for their care. Both adults and students need to:
 - Understand the EOP (Emergency Operations Plan)
 - Learn to communicate with community partners (in case of a separation from their caregivers)
 - Be able to communicate specifics about their special needs; and
 - Use any necessary tools, such as evacuation equipment and visual aids
 - Opportunities to practice the plan in a realistic environment
- Schools should also inform caregivers about efforts to keep their children safe at school. Collaboration and ongoing communication with community partners are essential and facilitate the safe integration of students with disabilities into school activities and plans.
- Your local emergency medical services should also be made aware of any special considerations for your students with special needs. Having this information ahead of time will enable them to provide the appropriate care for these students when responding to a crisis at your school.



EMERGENCY KITS AND DEVICES

Emergency kits and devices are emergency items to ensure school personnel and students can deal with illness and injury. The kits should include water, breathing protection devices, emergency lights and tools, food, first aid supplies, and Naloxone (commonly known by the brand name Narcan (<https://www.legis.ga.gov/legislation/66327>)). It is recommended that your school have the following emergency kits readily available: emergency evacuation kit, first aid kit, go kit, Stop the Bleed kit, and other emergency preparedness kits, along with specialty devices such as an automated external defibrillator (AED) within the school facilities.

This section provides school administrators with recommended emergency kit details to be considered when developing the School Safety Plan. Potential emergency kit contents are listed in the subsections below. School administrators can review these lists and determine the items needed for their schools.

EMERGENCY EVACUATION KIT

During an emergency evacuation, teachers and school personnel should retrieve the nearest box or bag containing the equipment, supplies, and medications needed to provide initial management of life-threatening conditions. Emergency evacuation kits should be housed in at least two separate locations: one in the office area and one at the opposite end of the school. Kits should be easy to transport from one area to another during an emergency. For example, a kit could be housed in a cooler, suitcase, or case that is waterproof, durable, and easy to access. Schools should include details regarding designated locations for the evacuation site and the family assistance center. Kits should be checked twice a year.

Your emergency evacuation kit may include the following:

- A copy of the School Safety Plan
- Writing tablets and pens/pencils
- Permanent markers
- Plain white peel-off name tag stickers
- Student release forms/sign-in and sign-out sheets (paper copy)
- Copy of the School Facility Plan, which should be included in the School Safety Plan
- Floor plan of the building with key (paper copy)
- Site plan of the grounds and surrounding areas (photographs)
- Photographs and/or video depicting the interior/exterior of the building
- Copies of student/staff emergency contact/release information (paper copy)
- Emergency phone numbers of assistance agencies
- Hardcopy of the most recent yearbook, if possible



- A list of students and school personnel, including bus drivers, teachers, administrators
- Flashlight and extra batteries
- Bullhorn and extra batteries
- Cellphone and/or walkie-talkie with chargers
- Wi-Fi hotspot with charging cord/batteries
- Supplies for students with disabilities (e.g., medications, assistive devices, etc.)
- Basic first aid kit

FIRST AID KIT

A first aid kit should be included in your School Safety Plan. It should include items for treating minor cuts and burns. The kit can also be used to assist school personnel manage more serious medical emergencies until first responders arrive. It is useful to keep a basic first aid manual within each first aid kit. Medicines should be checked regularly, and expiration dates monitored. The school nurse should have a copy of students' medications, including name, dosage, and purpose of each medication.

Your first aid kit may include the following:

- Bandages in a variety of sizes and shapes
- Small, medium, and large sterile gauze dressing
- At least two sterile eye dressings
- Triangular bandages
- Crêpe rolled bandages
- Safety pins
- Disposable sterile gloves
- Tweezers
- Scissors
- Alcohol-free cleansing wipes
- Sticky tape
- Thermometer (preferably digital)
- Skin rash cream (hydrocortisone or calendula)
- Cream or spray to relieve insect bites and stings
- Antiseptic cream
- Painkillers such as paracetamol (or infant paracetamol for children), aspirin (not to be given to children under 16), or ibuprofen
- Antihistamine cream or tablets
- Distilled water for cleaning wounds
- Eye wash and eye bath
- Basic first aid manual or instruction booklet
- Medications



GO KIT

Each teacher should have a go kit ready to transport in an emergency. For example, a go kit might be housed in a small backpack. Go kits may include the following:

- Class rosters with photos
- Supplies and emergency equipment
- Student sign-out sheets for dismissal to parents/guardians
- Snacks/glucose/diabetic supplies/epi-pens
- Student prescriptions and other medications (a list of student allergies in HIPAA compliance form)
- Supplies for students with disabilities and on IEPs
- Copies of student/staff emergency contact information
- First aid kit (bandages, tape, alcohol swabs)
- List of emergency medical information for students/staff to include medications, allergies, supplies, etc.

STOP THE BLEED KIT

A Stop the Bleed kit contains items school personnel would need to aid individuals who are severely bleeding. Your Stop the Bleed kit may include the following:

- Tourniquet
- Responder emergency trauma dressing
- Wound packing gauze
- Two pairs of nitrile gloves
- Trauma shears
- Permanent marker (small)
- Just-in-time instruction card
- Bleeding control patch
- Red nylon bag

OTHER DEVICES

Other devices may include any medical assistive devices to aid in emergency response. Each device should be housed in a clearly visible, easily accessible area of the school building. School administrators should consider the above emergency kits and devices deemed essential for their school. Contact your local Homeland Security Coordinator for additional assistance with kits.



FAMILY ASSISTANCE PROTOCOL

A family assistance protocol is designed to provide information to families during and after an emergency or crisis. This protocol helps ensure the safety of students and the dissemination of accurate information to families. With the prevalence of students owning cellphones, it is imperative that schools designate an official with no other safety responsibilities in a crisis to communicate timely, accurate information and instructions to parents during emergencies. Schools should have prescribed messages for common emergencies to improve timely communication in a crisis.

It is recommended that the following items be included in your family assistance protocol:

- A plan for assembling school personnel and students in designated assembly areas
- Traffic flow plan to and from the assembly area, precoordinated with law enforcement/emergency agencies, separating emergency responders, bus routes, and parent drivers
- Notification of local law enforcement/emergency agencies of the incident, assembly area, and traffic routing procedures for buses and parents
- A designated information focal point with access to the school's communication network, equipped with prescribed messages for common emergencies and instructions
- If necessary, a news media area separated from the assembly area and family reunification area
- Detailed instructions for the news media to be read to the public to direct concerned relatives to the assembly area(s)
- Plans for the notification of school transportation to begin routing school buses to the assembly area(s)
- Instructions for directing parents/guardians to the assembly area(s)
- A means to verify parents/guardians' guardianship of the student, right to pick up the student, and sign for the release of the student
- A procedure to instruct parents/guardians on leaving the site to make room for others once they have signed their students out
- A manifest for each school bus to account for all students riding buses
- A procedure for monitoring students who are being picked up by authorized individuals



ACCIDENT OR ILLNESS

This section provides recommendations for school administrators regarding an accident or illness. Response activities are listed, along with procedures for documenting the names and locations of school personnel trained in CPR and other first aid procedures.

It is recommended that the following items be included in your accident or illness procedures:

- The names and location of staff members certified or currently trained in first aid, CPR, Stop the Bleed, using the AED, Naloxone, and any other accident- or illness-related training.

This information should be made available to every school employee in the building. Schools should consider adding signage to classroom doors indicating if school personnel are trained in first aid, CPR, AED, and other emergency response procedures. Specific school personnel names should not be included on signage.

RESPONSE

- School personnel should immediately call 911 and appropriate emergency personnel.
- Establish a plan for maintaining a readily available AED and fully stocked first aid, go, and Stop the Bleed kits in different areas of the school building.
- Contact the appropriate first aid, CPR, Stop the Bleed, Naloxone, etc. trained staff.
- *Schools should consider adding signage to classroom doors indicating if school personnel are trained in first aid, CPR, AED, and other emergency response procedures. Specific school personnel names should not be included on signage.*
- Have the school nurse help identify the nature of the student's illness, locate any medical instructions provided by parents, determine if isolation and/or contacting the local public health department is necessary.
- Control access to the area where the impacted student(s) are receiving assistance.
- Notify parents/guardians or other family members of the impacted student(s).
- Utilize emergency check-out procedures for parents/guardians to check students out of school during an emergency or crisis.
- Create a process for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident, when appropriate.
- Establish a plan for the school nurse to document any illness/injury for students and school personnel.



NALOXONE/OVERDOSES

During the 2024 legislative session, the Georgia General Assembly passed Senate Bill 395, commonly referred to as Wesley's Law. Wesley's Law authorizes the possession of medications that block the effects of opioids, also known as naloxone, in all qualified government buildings and courthouses, including school property. Naloxone is a medication that temporarily stops the effects of opioids and helps a person resume breathing after an opioid overdose. The bill requires local school systems to acquire and maintain a supply of this lifesaving medication, which is vital to saving lives in state buildings, specifically Georgia schools.

For more information, the Georgia Department of Public Health has developed a general community training for administering naloxone accessible via the following link:

<https://www.youtube.com/watch?v=5L57IvDCkiY>

Drug overdose is an evolving public health crisis. Addressing overdoses using Naloxone combined with additional response strategies are key for school administration to include with their school safety plans. Substance use and substance use disorders (SUDs), especially those that lead to drug overdose deaths, are prominent public health issues which schools should address with training and education available to school personnel, students, and community partners. For more information regarding overdose prevention, visit the U.S. Centers for Disease Control & Prevention at <https://www.cdc.gov/overdose-prevention/about/index.html>.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

School administration should address Automated External Defibrillators (AEDs) in their School Safety Plans. An AED is a life-saving medical device designed to analyze a person's heart rhythm and deliver an electric shock to those experiencing ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest. For more information regarding **Georgia O.C.G.A. 31-11-53.1 (2010) Automated External Defibrillator Program**, visit

<https://law.justia.com/codes/georgia/2010/title-31/chapter-11/article-3/31-11-53-1/>.



THREAT OR OCCURRENCE OF SUICIDE AT SCHOOL

A threat or occurrence of suicide at school could involve any interpersonal action, verbal or nonverbal, without a direct self-injurious component, that a reasonable person would interpret as communicating or suggesting suicidal behavior may occur in the near future.

This section offers information about developing procedures for handling a suicide or a threat of suicide, as well as recommended suicide awareness guides provided by the Georgia Department of Education. The State of Georgia School Safety Plan Checklist provides information on developing guidelines for effective comprehensive support programs for individuals bereaved by suicide and procedures for providing counseling services to students and staff.

Resources are also available through the Georgia Department of Behavioral Health and Developmental Disabilities' Apex program and 988 services. The Apex program promotes collaboration between community mental health providers and schools to provide school-based services and supports, including training for school staff, in hopes of facilitating the right care at the right time for children, young adults, and families. The 988 three-digit dial code is an expansion of the National Suicide Prevention Lifeline for access to suicide prevention and behavioral health crises help. For more information regarding the Apex program, visit <https://dbhdd.georgia.gov/georgia-apex-program>. For information regarding 988, visit <https://988ga.org/>. Schools should review the **Georgia Code O.C.G.A. § 20-2-779.1 (a)(1)** statute addressing suicide prevention and awareness.

Schools should consider the lockdown procedures provided by GEMA/HS (refer to [Attachment B: Lockdown Recommendations](#) or <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf>). Refer to the After a Suicide Toolkit for Schools, found at <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf> for training and other resources.

It is recommended that the following items be included in your threat or occurrence of suicide at school procedures:

- A plan for coordinating response activities to a threat of suicide or occurrence at school
- Procedures for administrative staff to contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the suicide or threat of suicide
- A plan to train school personnel in suicide awareness
- A list of names and locations of school personnel currently trained in suicide awareness that is made available to every school employee in the building
- A procedure to ensure contact with emergency and/or law enforcement personnel



- A procedure to secure the area and keep all students away
- Procedures to ensure contact with parents/guardians or other family members to inform them of the student/staff suicide or threat of suicide
- Procedures for notifying appropriate school personnel and immediately contacting the central office
- Procedures to communicate, respond to, and monitor student/staff reactions to the threat or occurrence of suicide in coordination with counseling staff
- Procedures for emergency check-out procedures, which includes requiring identification and using student attendance logs
- A plan to collect appropriate resources necessary to respond to students and staff reflections of grief and fear (It is recommended that each school access the *After a Suicide Toolkit for Schools*, which can be found at <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>).



DEATH AT SCHOOL

Schools should be prepared in the event of a death during the course of a school day. Listed below are some considerations for developing these procedures:

- Secure the area to keep students away
- Contact designated emergency officials and/or law enforcement
- Implement other safety procedures as necessary
- Communicate with parents/guardians and the news media

It is recommended that the following items be included in your death at school procedures:

- A procedure for administrative staff to contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the death of a staff member or student
- A plan to maintain the current list of names and location of school personnel trained in suicide awareness and ensure the list is available to all employees in the building
- Procedures to secure the area and keep all students away
- A process to implement lockdown procedures by school personnel (refer to [Attachment B: Lockdown Recommendations](#) or <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf>)
- Include notification protocol in procedures. A procedure which details the notification steps administrative staff should take to contact each individual listed in this section.
- A plan to notify school personnel and to immediately contact the central office
- Procedures to manage internal and external communications, including the news media, following your school system's procedures for media contact
- Procedures to communicate, respond to, and monitor student/staff reactions and coordinate with counseling staff for grief and fear resources



BOMB THREAT/BOMB

School administrators should consider specific procedures in the event of a bomb threat issued to the school and/or the placement of a bomb on school premises. A bomb threat is defined as a threat to detonate an explosive or incendiary device to cause property damage, death, or injuries, regardless of whether such a device exists. The placement of a bomb on school premises involves a potential explosion associated with an extremely vigorous outward release of energy, usually with the generation of high temperatures and release of high-pressure gases.

This section provides information about bomb threat response and recommended procedures for dealing with bombs placed on school premises. It is important to remember the following:

1. Contact local public safety/law enforcement personnel for bomb threats.
2. Have a copy of the Bomb Threat Assessment Questionnaire next to each school phone. The checklist is a separate document that should be provided to law enforcement personnel and will become evidence (refer to [*Attachment A: Bomb Threat Assessment Questionnaire*](#) or <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Bomb-Threat-Assessment-Questionnaire.pdf>).
3. The person receiving the threat should not hang up or disconnect from the individual making the threat.
4. All bomb threats should be taken seriously. However, hoax bomb threats have become common and can be detected by consulting law enforcement and using the Questionnaire.
5. Procedures for bomb threats and suspicious items are distinct.
6. Staff should understand the difference between an Unattended Item and a Suspicious Item. A suspicious item is any object that is suspected of containing explosives or other hazardous material.

It is recommended that the following items be included in your bomb threat/bomb procedures:

DAILY PRECAUTIONS

- A plan to routinely check school areas for any suspicious items
- Ensure school personnel understand that a suspicious item should never be moved or touched
- Notification procedures for school administrators to contact law enforcement when a suspicious item is found on the premises
- Isolation plans for the suspicious item until law enforcement personnel have assessed the item
- Plans for lockdown of classrooms and other rooms when not in use
- Plans for locking all doors after clearing classrooms and other areas
- Detailed procedures on how school personnel should respond to a bomb threat



- Procedures for the special evacuation needs of persons with disabilities and IEPs
- Check-out procedures ready to initiate for parents/guardians to check students out of school during the emergency or crisis
- Plans for calling and updating the district central office
- Procedures for administrative staff and/or the public information officer to prepare a written statement to be sent home with students or through social media to inform parents of the incident, when appropriate

THREAT RESPONSE

- Call 911 immediately
- Conduct a credibility assessment in conjunction with local public safety personnel, followed by a threat assessment. If the threat is credible, consult with local authorities and begin to activate the emergency evacuation protocol
- Move students and school personnel to predetermined locations and/or barriers that have been identified through Bomb Threat Response Training
- Redirect students to alternative locations, if the predetermined routes pass near the location of the bomb or device
- Ensure that all school personnel and students have left the building. Include checks of hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums. Confirm that the building has been cleared.
- Take the emergency evacuation kit to the predetermined location
- Account for all students by checking with teachers in the predetermined locations
- School personnel and students should remain in the designated predetermined locations until the all-clear signal is sent, unless the area is deemed unsafe



SUSPICIOUS PACKAGE

A suspicious package is any package causing concern as to its content because of its appearance or labeling. Some characteristics of suspicious packages and envelopes may include inappropriate or unusual labeling; excessive postage; handwritten notes (e.g., “to be opened by Mr. Smith”); poorly typed addresses; or leaks, stains, sharp points, or wires; enhanced weight; or ticking sounds. This section provides school administrators with recommendations for developing procedures surrounding suspicious packages on school premises.

It is recommended the following items be included in your suspicious package procedures:

- Procedures on how to recognize and handle suspicious packages, with emphasis that a suspicious package should never be moved or touched
- A procedure to conduct a credibility assessment in conjunction with local public safety personnel, followed by a threat assessment
- A process for routinely checking school areas for any suspicious package(s)
- A plan for school administrators to call 911 to notify law enforcement when a suspicious item has been located on school premises
- A procedure to isolate the area until law enforcement personnel have assessed the item and/or suspicious package(s)



SHELTER-IN-PLACE

During an emergency, whether a natural or manmade disaster, schools may be required to shelter-in-place. This section provides schools with an opportunity to detail their shelter-in-place procedures for building occupants when necessary, during the school day and for sheltering at the school overnight. Schools with the ability to lock down sections of the school versus the entire school should detail their procedures for making this determination. Schools should always be prepared to communicate why they issued a shelter-in-place as soon as possible and practical to parents and the public to avoid panic.

It is recommended that the following items be included in your shelter-in-place procedures:

SHELTER-IN-PLACE (STUDENTS REMAIN IN THE BUILDING OVERNIGHT)

- Plans for school personnel to monitor and provide updates on weather conditions that may create the necessity for overnight housing
- Plans for school personnel to secure the building and limit student movement
- Plans for school personnel in the building to prepare for implementing the shelter-in-place procedures
- Procedures to ensure access to food, water, medical supplies, sleeping areas, communications, utilities, and first aid kits
- Procedures to notify local EMAs and public safety personnel
- A procedure to contact the central office and the news media. School personnel should refer to the local school system media protocols regarding predetermined news media information.
- A procedure for contacting the Service Center for HVAC and other system control points that are centralized, to ensure the school's climate control system is **not** turned off
- A procedure for additional accommodations regarding power outages (e.g., identify supplies for overnight housing such as generators, cots, and food)
- A procedure for school personnel to contact and provide instructions to parents/guardians as well as a procedure for parents who elect to pick up their student despite the shelter in place order
- Plans to secure designated areas of the building to house students, divide students in age-appropriate small groups, accommodate students with disabilities and IEPs, and isolate students who become unruly during the shelter-in-place. School personnel should be assigned supervision duties and shifts during the night to account for and supervise all students
- A procedure to set up an indoor security perimeter and to designate areas of the building that are off-limits for students as a measure to ensure safety



SCHOOL CLOSURES

During an emergency, whether a natural or manmade disaster, schools may be required to close to maintain the health and safety of students and school personnel. This section provides schools an opportunity to detail their closure procedures for building occupants when closure is necessary during the school day.

It is recommended that the following items be included in your school closure procedures:

PRECAUTIONS BEFORE THE SCHOOL DAY

- Procedures to instruct school personnel on where to find school closure information (e.g., social media, tv station, radio) and look for text messages for information about school closures
- Notification procedures to inform parents/guardians of school closures

CLOSURE DURING THE SCHOOL DAY

- A procedure to check on the condition of buildings and surrounding neighborhoods
- A procedure to notify the central office of building, neighborhood, and weather conditions
- Solid communication with law enforcement and emergency management agencies to stay apprised of nearby emergencies which might impact the school
- Plans to keep students and staff away from possible hazardous conditions (e.g., iced, slippery, blocked sidewalks, steps, walkways, etc.)
- Plans to inform parents/guardian of early school closures
- Plans for contacting school bus drivers regarding picking up students during the school day
- Procedures to ensure all students and school personnel have left the building
- Procedures to secure the building and grounds



OUTAGE/UTILITY FAILURE

At times, schools experience an outage/utility failure. Procedures should be in place for managing these occurrences.

It is recommended that the following items be included in your outage/utility failure procedures:

- A procedure to ensure school personnel are aware of how to find the power shutoff and turn it off when an emergency occurs
- A procedure to secure the affected area and keep students away
- A procedure to contact designated emergency officials and/or law enforcement
- Ensure personnel are trained operating generators and ensuring they are maintained



TRANSPORTATION

Schools have many activities throughout the school year requiring transportation of students and staff to multiple locations. Transportation for schools involves buses, vans, and other transportation vehicles traveling several million miles and transporting millions of students every year. Each school system transportation department must implement and maintain a current transportation policy that all drivers should know and follow.

It is recommended that the following supplemental suggestions be included in your transportation policy to increase overall transportation safety:

- Thoroughly inspect the bus, van, or other transportation vehicles prior to and after completing routes. Look for suspicious items, drugs, weapons, or contraband in and around the vehicle.
- Frequently check all cameras and communications equipment to ensure operability.
- Ensure that all riders and their parents/guardians are familiar with rules and expectations for behavior on buses during transportation. These rules and procedures should be included within your district's student discipline code.
- Drivers and monitors should try to remain calm when faced with an emergency; students look to you for guidance.
- Know your severe weather procedures and pre-identify shelter areas along your route.
- Identify areas on your route that require special attention, such as railroad crossings, industrial intersections, and areas known for criminal or gang activity.
- If an emergency occurs and students are released, ensure that emergency release procedures are completed.
- Always park buses, vans, and other transportation vehicles in well-lit areas, making sure to secure vehicles and remove keys.
- Do not leave keys inside an unattended bus, van, or other transportation vehicle.
- Maintain an accurate roster of individuals requiring transportation. Keep a copy of this roster in the mode of transportation and at your transportation department.
- Know your passengers and their appropriate transportation needs.
- Try to develop a rapport with your passengers.
- Drivers and monitors should maintain current CPR and first aid certifications.



AFTER-HOURS SCHOOL FUNCTIONS

Students, staff, parents, and community members have a reasonable expectation that schools accessible for extracurricular activities and community events will be safe and secure after hours. Unfortunately, most, if not all, schools have some level of potential risk. While the threat level may vary by school and community, officials must take safety and security into account when allowing school functions to occur at school facilities after hours.

It is recommended that the following after-hours school function considerations be included in your procedures:

- Assign a staff member to schedule and coordinate after-school activities and community use of the building. Keep written records of scheduled uses, contracts, and agreements.
- Contractual agreements with community organizations and other non-school event sponsors should specify security requirements (supervision, security personnel, etc.) for using school facilities after hours.
- Adult supervision is a critical element to adequate after-school and weekend facility safety. Supervising personnel may range from an overall activities' coordinator to specific school security personnel and/or law enforcement officers, as appropriate.
- A school representative should always meet with the facility user before use of the site to discuss accessibility, expectations for using the facility, known hazards, and rules and guidelines.
- Ensure that all personnel using the building are familiar with emergency procedures (i.e., fire evacuations, safe sheltering locations, and emergency contacts). Test emergency procedures for before- and after-school events like you would for events that occur during normal school hours.
- Limit the number of open doors accessible to outsiders. Ensure that procedures for building access control are as strong during after-hours and weekend events as they are during school hours.
- Restrict after-school and weekend activities to limited areas of the school campus. If possible, avoid having activities spread out over school grounds. If multiple activities are taking place, identify ways to contain them to designated areas.
- Restrict access to sections of the building not being used for after-school activities, being sure to comply with fire code standards.
- Meet at the conclusion of the use of the facility to ensure that no damage to the site has occurred and that all terms of the contract have been met.
- Consider having a GEMA/HS site survey conducted to identify security risks for your facility during and after instructional hours. For more information on site surveys, contact your Homeland Security Coordinator.
- Other strategies may also be needed. The specific needs and actions will vary based on the unique nature of each school, district, and community.



OFF-CAMPUS SCHOOL FUNCTIONS

Students, staff, parents, and community members have a reasonable expectation that school events may occur off campus such as graduations, proms, field trips, training camps, and sporting events. School personnel must place an emphasis on the need to understand the security considerations of the off-campus venues, neighborhood, and for sporting events, other schools' security posture during such events. Whether it is a two-hour field trip to the local library with 10 kindergartners or an overnight field trip to an amusement park with 100 high school students, the primary focus must always be on the safety and welfare of those participating in the field trip. Transportation, safety, and student accountability should be considered in the development of procedures for Off-Campus School Functions.

It is recommended that the following off-campus school function considerations be included in your procedures:

- Assign a staff member to coordinate research of potential travel concerns and contact security at the destination site for a safety assessment.
- Obtain parental consent forms allowing the students to take part in the off-campus function and obtain medical release forms with emergency contact numbers for all persons, parents, and legal guardians. Copies of these documents should be transported to the off-campus function and maintained in a safe location or electronically.
- Ensure that you have adequate staff and volunteers supervising the students.
- Make every attempt to have at least one person trained in CPR and first aid available.
- Consider requiring chaperones to submit to a background check, especially for overnight trips.
- Meet with your off-campus function sponsor, students, and parents/guardians to discuss concerns. This meeting is also a good time to review rules and procedures.
- Create a field trip/off-campus function emergency kit that includes items contained in your emergency evacuation kit.
- Provide school administrators with an itinerary for the off-campus function.
- If the off-campus function is a particular field trip, before departing, review the trip roster and make any additions or deletions of students, staff, or chaperones. On the day of the trip, before departure, review rules for the trip with students and address general safety guidelines.
- Ensure all students carry some form of school identification, but do not require them to wear name tags or attire displaying their first name.
- Ensure all staff, chaperones, and the school have proper means of communication to contact each other and emergency services if necessary.
- Designate check-in times and locations, if applicable.



FIRE

Fire or smoke in the school requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices. The website of the Georgia Office of the Insurance and Safety Fire Commissioner (<https://oci.georgia.gov/safety-fire-reporting-education>) provides information about safety fire reporting and education. As outlined in the NFPA Life Safety Code, public and private schools must conduct monthly fire drills while in session. School principals or their designee can report school fire drills through the website of Georgia Office of the Insurance and Safety Fire Commissioner.

It is recommended that the following actions be included in your fire protocol:

PREPAREDNESS

- A procedure to ensure all school personnel and students practice fire drills and evacuation procedures at least once a month, including the use of alternative evacuation routes as a part of preparedness best practices
- A procedure to ensure the fire alarm system is inspected and operational
- Plans for school personnel to receive training on how to use a fire extinguisher
- Plans to monitor all fire extinguisher locations and ensure these locations are clearly marked and regularly inspected
- Procedures to train school personnel to account for all students by checking with teachers in the assembly area(s)
- Procedures to survey students at the assembly area for injuries/trauma
- Procedures to train school personnel and students to remain in the assembly area(s) until the all-clear signal/message is sent
- A plan for emergency check-out procedures, which includes requiring identification and using student attendance logs

RESPONSE

- Call 911 immediately
- Initiate the emergency evacuation protocol
- Initiate the emergency evacuation of persons with disabilities and IEPs through the designated evacuation routes and plans
- Conduct building checks by monitoring hallways, restrooms, lounges, cafeterias, auditoriums, gymnasiums, and all other applicable facilities
- Take the emergency evacuation kit, first aid kit, AED, and all other appropriate emergency kits/devices to the assembly area(s).



CHEMICAL, BIOLOGICAL, RADIOLOGICAL, NUCLEAR, & EXPLOSIVES (CBRNE)

CBRNE incidents may include exposure or threat of exposure to explosive, flammable, combustible, corrosive, oxidizing, toxic, infectious, or radioactive materials on school premises. This section assists schools with preparedness procedures to address exposure or the threat of exposure involving hazardous materials inside and outside of school buildings. Close working relations with emergency management agencies and law enforcement is essential for schools to respond appropriately to a CBRNE incident.

Schools should be prepared for CBRNE events which occur both inside the school and the surrounding neighborhood. A CBRNE incident can be as simple as a lab project going poorly or as serious as a nuclear incident in localities near a nuclear plant or a CBRNE event caused by a terrorist actor.

Biological threats may involve an infectious disease with the potential to spread and cause an outbreak. Infectious diseases are illnesses caused by germs (such as bacteria and viruses). Hazardous materials threats can be grouped into five general categories: chemical, biological, radiological, nuclear, or explosive. The recommendations below include potential responses to the receipt of a threat or actual bacteria- or microorganism-laced letter, box, container, or envelope.

It is recommended that the following items be included in your hazardous material threat/accident procedures:

PREPARATION – INSIDE AND OUTSIDE THE BUILDING

- Identify potential hazardous material on campus and adjacent to campus and ensure this information is complete and accurate by coordinating with local emergency management personnel (e.g., hazardous materials maintained at school, above-ground industrial storage containers, railroad tracks, etc.).
- All chemicals located within the building have been identified on each school's Safety Data Sheets and are safely stored.
- Establish procedures to determine evacuation routes for building occupants when a CBRNE event requires an emergency evacuation due to a hazardous material.
- Establish procedures for when a CBRNE incident requires a lockdown and when an all-clear signal/message is received from emergency personnel.
- Develop procedures to assemble school buses for an emergency evacuation.
- Assist persons with a disability and an IEP through the evacuation.
- Establish safe routes and assembly areas for staff and students **inside** and **outside** of the building that include persons with disabilities and IEPs.



- Establish procedures to initiate emergency check-out that includes an orderly check-out process requiring identification and using student attendance logs.
- Develop a procedure for administrative staff to send a test message or email, prepare a written statement to be sent home with students, and/or communicate through social media to inform parents/guardians of the incident when appropriate.

PREPARATION – INSIDE THE BUILDING

- Establish procedures to immediately remove students/school personnel from the area.
- Develop procedures to initiate an emergency evacuation following the designated emergency evacuation routes and plans.
- Assign school personnel to assist persons with disabilities through the evacuation.
- Establish procedures to seal off the area(s) around and near the accident.
- Train school personnel to avoid any contact with hazardous material.
- Develop procedures to immediately shut down air-conditioning and ventilation units.
- Create a plan to train school personnel on how to provide emergency responders with a list of chemicals in the building, including Safety Data Sheets.
- Establish procedures to decontaminate students and school personnel.

PREPARATION – OUTSIDE THE BUILDING

Schools usually receive notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from non-emergency sources, the school administrative staff should contact emergency personnel at 911 and contact the local public safety department. If the notice comes from emergency sources, the procedures outlined in the Outside Building Response section should be initiated immediately.

- Establish procedures to remove all students and school personnel from athletic fields and playground areas and back into the school.
- Designate school personnel to implement dismissal procedures to minimize staff and student exposure due to hazardous conditions.
- School personnel should be trained to account for all students.
- Designate school personnel to contact transportation to keep school buses out of the hazardous material accident/threat area.
- Establish procedures to inform school personnel of precautionary measures being taken due to a report of an incident near the school.
- Develop procedures to close all windows and outside doors.
- Establish protocols for shutting down air-conditioning and ventilation units and/or contacting the facilities director to do so. School personnel will also need to prepare to move students away from windows and doors.
- Establish procedures to quickly evacuate based on directions from emergency personnel.
- Develop procedures for having staff members trained in first aid on alert.



- Determine the process for inspecting the building after the incident for any contamination.

CHEMICAL THREATS

Chemical threats are an important factor in school safety planning. Approximately 75,000 chemical substances are in commercial use today. Many of these chemical substances are considered toxic or otherwise hazardous to humans and other living beings. Chemicals can irritate the skin, eyes, nose, and throat posing a significant safety concern for schools. Therefore, school administration should consider the following guidance in developing safety protocols for chemicals:

- Train school personnel who handle chemical threats should be aware of proper use and storage policies and procedures to ensure student and employee safety.
- Establish a chemical storage and handling policy that addresses how chemicals should be safely stored, labeled, and secured, as well as who should have access to these chemicals and chemical storage locations.
- Chemicals should not be stored in areas that are occupied by or accessible to students, such as classrooms or restrooms; they should preferably be stored in a central, secure location.
- Spot inspections should be performed periodically throughout the school year. Engage maintenance staff in these inspections if storage shelving or locks need repair.
- Create and maintain an up-to-date map of the location and storage pattern of chemical storage rooms and cabinets in your school.
- Conduct at least annual inspections of classrooms, janitorial closets, and chemical storage rooms and cabinets in your school to ensure the integrity of chemicals and storage structures.
- Inspect and test emergency equipment (e.g., eyewash stations) as well as fume hoods and ventilation systems/exhaust fans at least on an annual basis. Engage maintenance staff in these inspections if safety equipment needs updates or repair.
- Establish protocols for the upkeep of emergency equipment and the associated maintenance records.
- Work with a local chemical supplier to ensure you have chemical information for all chemicals on site.
- Maintain a hard copy or secure website access to chemical information, at a minimum, chemical information should be located in all chemical storage rooms and cabinets and in a central place within the school (away from the chemicals), as well as a central location for the school.



BIOLOGICAL THREAT

Biological threats can vary widely in scope and scale, requiring adaptable and flexible plans. Appropriate planning considerations for response to and recovery from biological incidents are described below and should be considered in the development of your school safety plan.

- Train school personnel who handle mail and packages to recognize unusual packages or letters, as the school may be the recipient of or a threat to receive a bacteria- or microorganism-laced letter, box, container, or envelope. (Staff should look for excess postage on a small package or letter, which indicates that the object was not weighed by the post office; no postage or non-cancelled postage; handwritten notes such as “to be opened by Mr. Smith;” or leaks, stains, or sharp points).
- Students, volunteers, and untrained personnel should NOT be allowed to open or handle school mail.
- Train school personnel to call 911 to report a suspicious package.
- Train school personnel to isolate the letter or package and leave the area.
- Procedures to evacuate and seal off the area of the building, if deemed necessary (*refer to the [Emergency Evacuation Protocol](#)*).
- Assign school personnel to actively prevent others from entering the area.
- Establish procedures to isolate and identify victims (name, address, and telephone numbers) who have come in contact with the letter or package. This information should be given to first responders, health officials, and local EMAs.
- Establish a protocol to determine if the school is safe to return to normal operations in coordination with local EMA, if operations are required to be shut down.
- Establish procedures to notify school personnel and parents/guardians about the status of the school in consultation with local law enforcement personnel.

RADIOLOGICAL THREATS

Radiation emergencies are not detectable by our senses. Background radiation is around us all the time; however, ionizing (or harmful) radiation is used by medical facilities, to generate power, or can be used by a person intending harm. It is difficult to know if you have a radiological source near you unless it is marked on the packaging, disbursed by a device, or released from a nuclear power plant, medical facility, or transportation incident. Radiation requires special detection equipment to detect it.

RESPONSE:

Report incident by notifying:

- School Resource Officer:
- Fire Department: Call 9-1-1 (Specify radiation)
- Emergency Management Agency:



RADIATION SOURCE – INSIDE THE BUILDING:

- If there is a radiation emergency from a release or a source found inside the school, evacuate the area/building immediately.
- Do not touch the source or try to clean up a release.
- Move students and staff as far from the sources as quickly as possible.
- Close the doors or block off the area with DO NOT ENTER signs.
- Follow protocols to report the incident to officials and call 911 and indicate radiation.
- Assess the persons who discovered the source or were in the area when release occurred. Assume they are contaminated and follow decontamination protocols immediately.
- If the person is experiencing life threatening conditions, call 911 immediately.

RADIATION EMERGENCY – DECONTAMINATION PROCEDURES:

- Remove any clothing that had contact with the source or release. (Removing clothing removes most of the contamination.)
- Bag clothing and personal items in a plastic bag and seal it shut.
- Gently wash contaminated hands or any other exposed skin with soap and water. Dry with a clean towel. Do not scrub or use harsh cleaners. Shower if available to wash the entire body.
- If no water is available, use a wet wipe to gently wipe the area one time and dispose of the wipe after each use.
- Anyone following decontamination protocols will need to be assessed with a radiation detection instrument to be sure any contamination is gone.

SHELTER IN PLACE:

- When radiation is found to be outside the school, sheltering in place may be safer than an evacuation until authorities can determine the location of the source and a safe evacuation route.
- Move students as far away as possible from where the source is located if it is near the building.
- Close any doors or windows near the source.
- Advise anyone who has come in contact with the source to follow decontamination protocols.
- Notify authorities of a radiation emergency and wait for them to investigate before releasing students or evacuating.
- If students are outside of the building near potential radiation, they will need to enter a designated area in the building and follow decontamination procedures.



NUCLEAR THREAT

Nuclear threats can cause significant damage and casualties from blast, heat, and radiation, but you can keep your family safe by knowing what to do and being prepared if it occurs. Nuclear threats can involve a nuclear weapon, device, or explosion and may occur with a few minutes warning or without warning. The fallout is most dangerous in the first few hours after the detonation when it is giving off the highest levels of radiation. The following guidance should be considered in the development of nuclear threat procedures within your school safety plan:

- School personnel should get students and staff inside as quickly as possible. Get inside the nearest building to avoid radiation (brick or concrete are best).
- School personnel should instruct staff and students to remove any contaminated clothing and wipe off unprotected skin if they were outside after the fallout arrives.
- Students and school personnel should immediately go to the basement or middle of the building (stay away from the other walls and roof).
- Remain inside for 24 hours unless the local emergency management agency provides other instructions.
- School personnel should stay tuned into any media available for official information such as when it is safe to exit and where to go.
- Cellphone, text messaging, television, and internet services may be disrupted or unavailable.
- Maintain battery operated and hand crank radios within a designated location within the school after a nuclear threat.

EXPLOSIVES

Explosives are chemical compounds, mixtures or devices that will detonate or deflagrate when supplied with enough initiating energy. Furthermore, explosives do not distinguish between initiating energy supplied accidentally or deliberately. School personnel should consider the following recommendations in developing procedures regarding explosives.

- Contact 911/emergency services.
- Coordinate with public safety to have alternative evacuation sites 1,000 feet (about 304.8 m) away from your school. If such a distance is not possible, evacuate as far away as possible and place safe barriers (as much space as possible) between you and the building or the suspected location of the explosive.
- Train school personnel who handle mail and packages to recognize unusual packages or letters, as the school may be the recipient of an explosive. Staff should look for excess postage on a small package or letter, which indicates that the object was not weighed by the post office; no postage or non-cancelled postage; handwritten notes such as “to be opened by Mr. Smith;” or leaks, stains, or sharp points).



- Students, volunteers, and untrained personnel should NOT be allowed to open or handle school mail.
- Train school personnel to isolate the suspected explosive and leave the area.
- Procedures to evacuate and seal off the area of the building, if deemed necessary (*refer to the [Emergency Evacuation Protocol](#)*).
- Establish procedures to isolate and identify victims (name, address, and telephone numbers) who have come in contact with the explosive device. This information should be given to first responders, health officials, and local EMAs.
- Establish a protocol to determine if the school is safe to return to normal operations in coordination with local EMA, if operations are required to be shut down.
- Establish procedures to notify school personnel and parents/guardians about the status of the school in consultation with local law enforcement personnel.



TERRORISM

An act of terrorism involves the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political, social, or ideological objectives. Protecting students, school personnel, school buildings, and grounds from acts of terrorism is a significant challenge because the design, construction, renovation, operation, and safety issues must be considered for numerous individuals, infrastructure systems, and building design. Schools are an integral part of the local community and serve not only as educational centers, but shelters, command centers, or meeting places during crisis situations. Therefore, ensuring the safety of students, staff, and the community is critical.

It is recommended that the following items be included in your terrorism procedures:

- Call 911.
- School personnel should be aware of the school surroundings at all times (move or leave situations in which you feel uncomfortable or if something does not seem right). Notify appropriate law enforcement and school authorities.
- Schools should give serious consideration to additional heightened security procedures during times of terrorist threats such as implementing lockdown procedures.
- Train teachers and other school personnel to evaluate and refine security plans along with regular testing and conducting exercises of school safety procedures.
- Encourage school personnel to maintain a “heightened awareness” for suspicious packages, activity, and to report these to local law enforcement agency. *This may include suspicious vehicles on and around campus; suspicious persons in and around school buildings including those taking photographs or videotaping; suspicious packages around the building perimeter and/or in the school; and suspicious information seeking efforts by phone or by unknown “visitors.”*
- Provide special attention to perimeter security and access control issues (have clearly defined perimeters for use of fences, gates, environmental design, signage, and other professional security measures).
- Secure roof hatches and eliminate structural items that facilitate easy access to school roofs. Make sure that classroom windows are secured at the end of the school day.
- Maintain a proactive effort of visitor access and control. Reduce the number of doors accessible from the outside to one designated entrance.
- Evaluate security measures at school transportation facilities. Assess emergency plans involving buses and other transportation issues.
- Secure access to utilities, boiler rooms, and other maintenance/facilities operation's locations. *Examine and enhance physical security measures related to outside access to HVAC (heating, ventilation, and air conditioning) systems, utility controls (electrical, gas, water, phone), and related facility operations mechanisms.*



- Evaluate food and beverage service stock, storage, and protection procedures. *Determine if schools have adequate water, food, and related supplies in the event that students and staff would have to be detained at the school for an extended period of time beyond normal school hours.*
- Assess school health and medical preparedness. Make sure that schools maintain an adequate number and level of emergency kits and medical supplies.
- Conduct a status check of emergency communications mechanisms. Be sure that two-way radio units and cell phones are functioning and have back-up batteries charged.
- Review procedures for emergency communications with parents. Notify parents in advance how school officials will communicate with them in an emergency (media, district web site, etc.).
- Review procedures for mobilizing mental health services for students and staff in the event of a crisis.
- Plan in advance how adults will communicate with children in a time of crisis.
- Identify higher-risk facilities, organizations, and potential terrorist targets in the community surrounding schools. Such entities might include military facilities, government offices and facilities, nuclear power plants, airports and airport flight paths, railroads, chemical companies, etc.



INTRUDER/SUSPICIOUS PERSON

An intruder or suspicious person on school premises may involve someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school. This section includes recommendations for designating school personnel to enforce safety procedures to assist in preventing intruders/suspicious persons from accessing school grounds and to conduct periodic checks of all exterior doors to ensure they are secured.

It is recommended that the following items be included in your intruder/suspicious person procedures:

- Procedures established and understood by all staff on who has authorized access to campus, assisted with the use of identification or access control cards if possible.
- Procedures should include policies on visits to campus by contractors, visiting speakers, vendors, parents of students, former students, and family members of staff. Policies should also include procedures for substitute personnel.
- Physical barriers, signage, and procedures to prevent unauthorized direct access to school facilities including the main entrance, auxiliary entrances, staff entrances, parking lots, sporting fields, and other property operated by the school.
- Procedures should include measures for visitors to provide identification and having visitations only permissible by scheduled appointments to prevent intruders and suspicious person from the campus at all times
- Procedures for using a visitor identification name tag system. Visitor tags should be dated and disposable
- Plan to keep all exterior doors locked and post signs that instruct visitors to use the main entrance.
- Plan for school personnel to periodically check all exterior doors to ensure they are secured. (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits.*)
- Establish procedures to monitor the location of the intruder/suspicious person using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.
- Call 911, if deemed necessary.
- Procedures to immediately order a lockdown upon notice of an intruder/suspicious persons. *School administrators should consider granting authority to front office staff and other appropriate personnel to order a lockdown without first receiving permission from the principal.*



HOSTAGE/BARRICADE

A hostage situation involves a person seized or held as security for the fulfillment of a condition. A barricade is a designated perimeter established for the purpose of seizing or holding as security for the fulfillment of a condition. The guide provides a checklist outlining procedures for contacting school personnel and students, calling 911, and implementing lockdown procedures and all other emergency response activities related to a hostage or barricade event on school premises.

It is recommended that the following items be included in your hostage/barricade procedures:

- Direction to call 911
- Procedures for when it is appropriate to order a lockdown versus an evacuation
- Procedures instructing school personnel and students not to open locked doors for persons trying to enter the building from the outside
- Procedures to notify school personnel on playgrounds/athletic fields of the lockdown and to provide them with instructions to move to a designated safe assembly area.
- Procedures to notify school bus drivers to remain away from the school
- A plan for school personnel and students to remain in classrooms until the all-clear signal/message is given, if a lockdown is ordered
- A plan to notify school personnel and students to remain calm and quiet in such emergency situations
- Procedures instructing school personnel and students not in a classroom to seek protection in a nearby classroom as lockdown procedures are initiated (*Refer to [Attachment B: Lockdown Recommendation](#) or <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf>.*)
- Procedures to monitor the location of the hostage taker using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement
- A procedure instructing school personnel to remain in lockdown mode until the all-clear signal/message is received
- A procedure to initiate an orderly emergency check-out process requiring identification and using student attendance logs
- A plan for communicating with parents/guardians



STUDENT DISRUPTION/CIVIL DISTURBANCE

Student disruptions and civil disturbances may include fights, student walkouts or protests. Parents and community members might also attempt to protest at the school. This section provides recommendations for school administrators to consider in the development of their School Safety Plans regarding best practices for responding to these disturbances. The guide provides a checklist of response activities, including designating school personnel who are trained to report disturbances, coordinating with law enforcement, and implementing additional procedures with law enforcement to handle student disruptions and civil disturbances at various levels. Disturbances can be categorized into three levels:

Level 1 Disturbance: Disruption is confined to one area and is not threat to students/staff.

Level 2 Disturbance: Disruption forces are moving or are in multiple locations and/or pose a threat to students/staff.

Level 3 Disturbance: Disruption is widespread and is a serious threat to students/staff.

It is recommended that the following items be included in your student disruption/civil disturbance procedures:

- Train school personnel on the 3 levels of disturbance and appropriate actions for each.
- Instruct school personnel to call 911 for Level 2 or 3 disturbances.
- Train school personnel on how to report disturbances, isolate the disruption, and the process to clear the immediate area, including restrooms and hallways.
- Establish procedures to order and implement a lockdown for Level 2 or 3 disturbances.
- Establish procedures to assemble staff members trained in CPR, and first aid, if needed.
- Train school personnel on how to de-escalate angry students or a crowd of students without endangering their safety.
- Train school personnel to prevent students from remaining in their routine and not going to their lockers or vehicles during or after a disturbance.
- Establish procedures to closely supervise students during dismissal and boarding of buses after a disturbance.
- Establish procedures to coordinate with police to ensure adequate protection of students/school personnel following Level 2 or 3 disturbances until premises are clear.
- Establish procedures to initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Establish procedures for administrative staff to prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.



STUDENT RUNAWAY/ABDUCTION/MISSING STUDENT

This section addresses student runaways, abductions, and missing students through preparation and response procedures for accountability of students throughout the school day and how to determine the status of students, parent/guardian notifications, and additional strategic recommendations.

It is recommended that the following items be included in your student runaway, abduction, or missing student procedures:

PREPARATION

- Procedures to account for every student at the start and throughout the school day
- Procedures for daily attendance and notification of parents when students are absent
- Procedures for contacting law enforcement for any student with an extended absence(s) not explained by a parent or legal guardian
- Procedures for maintaining field trip and away game student rosters on each bus, with a copy sent to the school
- Procedures to chaperone and account for all students at the field trip destination upon arrival and prior to departure
- A procedure for school personnel to report any suspicious persons loitering on or near the school campus
- Awareness campaigns for students to report to school counselors or administrators if they believe they are being stalked, threatened, or bullied.
- Procedures to limit access to the building and require identification, along with accountability procedures for adults who enter the school
- Procedures for initiating emergency check-out to release students to parents or guardians

RESPONSE

(State law prohibits the exchange of child custody on school property.)

- Call 911 immediately.
- Consider initiating a lockdown if deemed appropriate until all other students are accounted for. Refer to [Attachment B: Lockdown Recommendation](https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf) or <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf> for information regarding lockdown procedures.
- Instruct school personnel to initiate a plan on how to handle a missing child or abduction.
- Provide a description or picture of the missing student immediately to law enforcement.



- Follow notification procedures to keep parents/guardians informed.
- Notify transportation if the student normally rides the bus.
- Conduct a room-by-room search for the student and other potential hiding areas.
- Survey students from the missing student's class for information in an age-appropriate way, taking care not to alarm them.
- Closely monitor siblings of the missing student, following established procedures.
- Notify other schools if siblings of the missing student attend a different school.
- Follow procedures to secure the perimeter of the building.
- Establish procedures to curtail outside activities until the situation has stabilized.
- Establish emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Prepare a written statement in consultation with law enforcement to be sent home with students or through social media to inform parents of the incident when appropriate.



REPORT OF WEAPON ON CAMPUS

This section addresses procedures for responding to a report of a weapon on campus for all appropriate school personnel and law enforcement officials following Georgia Code O.C.G.A. § 16-11-127.1. This 2010 statute addresses weapons carried within school safety zones, at school functions, or on school property. The law requires notification to law enforcement upon receiving information of a weapon on school premises.

It is recommended that the following items be included in your procedures for reporting a weapon on campus:

- Procedures to immediately inform the school resource officer or security director to call 911 if a weapon is suspected on campus.
- Staff should be prepared to provide the school resource officer or other law enforcement officer with full details about the person, location of the person, and the possible weapon possessed by the person.
- Procedures for the school resource officer or other law enforcement officer, along with an administrator, to take immediate possession of the weapon and escort the suspected person to a safe location for further engagement. Schools are encouraged to ensure all staff are trained on such incidents so that they can appropriately handle the person until a law enforcement officer or security personnel arrives.
- Procedures for school personnel to separate the student or person from their belongings at a safe distance.
- Procedures that instruct school personnel to have the student or person walk in front of the escort, never allowing the student or person to walk behind any member of the escort.
- Procedures to ensure the student or person is not allowed to put his/her hands in pockets, approach his/her belongings, or go into a classroom or restroom while on the way to a private area.
- Procedures to allow the school resource officer or other law enforcement official to follow their protocols for search and seizure. Procedures to include a school administrator for any necessary search and seizure procedures falling under the school's authorities.
- Procedures to show the school resource officer or other law enforcement officer the student's locker or person's vehicle, as school personnel should never open the locker or vehicle of a student or person who is suspected of possessing a weapon.
- A procedure instructing school personnel to NEVER confront or attempt to disarm any person who is suspected of possessing a weapon. School personnel should immediately contact law enforcement.



- School personnel should follow the instructions and protocols of school resource officers or other law enforcement personnel if the suspect is in a classroom or other crowded area because the approach to the person should be carefully planned.
- A plan to initiate emergency check-out procedures if deemed necessary that include an orderly check-out process requiring identification and using student attendance logs.
- Procedures for administrative staff to prepare an electronic notification to parents, a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.



ACTIVE ATTACKS

An active attack involves weaponry and active shooter events. Additionally, active attacks can involve vehicle attacks, knife attacks, and any other type of event in which the primary concern is an attempt at murder or mass murder. Active attacks are emergency situations in which an individual(s) is actively killing or attempting to kill multiple people. It is critical that schools maintain protocols consistent with those of their local law enforcement agencies. The following recommendations regarding active attack situations should be used to develop a protocol in line with the policies of your local law enforcement agency. More specifically, this section emphasizes that schools review their lockdown and emergency evacuation procedures (*Refer to [Attachment B: Lockdown Recommendations](#) or <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf>*).

It is recommended that the following items be included in your active attack protocol:

- Ensure that active shooter training is available to school personnel and provide opportunities to practice active shooter response. Options for response training are available for school personnel. GEMA/HS provides the Civilian Response to Active Shooter Events (CRASE). Additional information can be found by visiting <https://gema.georgia.gov/school-safety-training>.
- A procedure to have designated school personnel to periodically check all exterior doors to ensure that they are secured. (Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits)
- Procedures to prevent unauthorized access to school facilities. For example, to prevent intruders and unauthorized access, school visitations are only permissible by scheduled appointments and all visitors must provide proper identification.
- Procedures to lock exterior doors and to have signs advising visitors to use the main entrance.
- A plan to refer to the preferred protocols and expectations of the local law enforcement agency. It is important to maintain the protocols of the local law enforcement agency.
- A reliable communication system for communicating emergencies to decision makers, staff, students, and parents as appropriate.
- Instructions communicated immediately to parents on a reunification area so that they do not arrive on campus and block access for law enforcement and emergency responders.
- Establish procedures to immediately implement the active attack protocol by all trained school personnel.
- Have a plan to immediately order a lockdown and initiate lockdown procedures.
- If a situation calls for an emergency evacuation versus a lockdown, firm procedures must be in place and understood by staff and students.



- Instruct school personnel who have been trained on and have practiced active shooter response to implement the active attack protocol.
- Establish procedures for announcing a lockdown or emergency evacuation.
- Develop a plan for school personnel and students to follow lockdown procedures along with a procedure to have building occupants remain in lockdown for an extended period.



TORNADO

Spawned from powerful thunderstorms, tornadoes can cause fatalities and devastate a school system or neighborhood in seconds. This section describes the difference between a tornado watch and tornado warning, while additionally addressing preparedness and response procedures for school administration to consider when developing their School Safety Plan.

DEFINITIONS

1. A Tornado **WATCH** indicates that weather conditions are favorable for a tornado in and near the watch area.
 - A tornado watch may quickly turn into a tornado or severe thunderstorm warning.
 - Students and school personnel should be moved from all mobile classrooms to the main building.
 - School personnel should coordinate with local EMA regarding procedures for events at athletic fields and other outdoor areas.
 - School personnel should have plans in place to communicate rerouting buses and other transportation during a tornado watch.
 - Schools are encouraged to notify parents they are aware of the tornado watch and are taking appropriate precautions.
2. A Tornado **WARNING** signals that a tornado has been sighted or indicated by weather radar in or near the coverage area.
 - A watch may not always be issued prior to a warning.
 - Protective measures must be taken immediately, including moving students from all mobile classrooms to the main building.
 - School personnel should coordinate with local EMA regarding procedures for events at athletic fields and other outdoor areas.
 - School personnel should have plans in place to communicate rerouting buses and other transportation during a tornado watch.
 - Schools should communicate to parents that they have activated their tornado watch procedures to ensure the safety of students.

It is recommended that the following items be included in your tornado procedures:

PREPAREDNESS

- At least twice a year, school personnel and students should practice mandatory severe weather drills (see *the National Weather Service Severe Weather Preparedness Guide for Schools*: www.weather.gov/grb/schools).



- Each school building should have a weather-monitoring device to alert staff about tornado watches and warnings.
- School personnel should have a plan to secure weather radios, maintain batteries, and to conduct monthly testing for each radio.
- Establish procedures to ensure that school personnel understand the difference between a watch and a warning.
- Establish procedures to designate the best areas to serve as shelters and share the area locations with school personnel (e.g., interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc.).
- Develop and update diagrams of the building with marked safe areas, including the quickest routes to access the safe areas. Provide these diagrams to school personnel.
- Develop a plan detailing which areas to avoid during a tornado watch or warning such as the gym and other areas with wide roof spans and glass.
- Develop a communication plan to quickly move students and school personnel to safe locations in the building, including the use of lower floors and/or interior areas such as hallways (without skylights).

RESPONSE TO WATCH

- A procedure to move students to predesignated safe areas
- Procedures to communicate weather conditions to all areas and a plan to coordinate response activities
- Procedures to communicate to bus drivers and personnel outside the building to notify them of the tornado watch
- Procedures to begin securing the building by closing windows and doors
- A plan for school personnel/students to seek cover in the predesignated safe areas while taking a protective seated position with hands/arms covering the head, neck, and face
- A plan for school personnel to secure or store articles, when possible, that may become missiles indoors
- A plan to coordinate school personnel who have been trained in CPR, Stop the Bleed, and first aid to be assigned to the predesignated safe areas
- Procedures to prohibit school personnel and students from leaving the building during a watch
- A plan to instruct teachers to keep their class rosters with them during the drill and to remain with the class to be sure all students are present and are taking safety precautions
- Procedures for deciding if and when students can be released from school
- A plan for school personnel/students to remain in safe areas until the all-clear is given
- Procedures to inspect the building after the tornado and before students return to school
- A procedure to determine the implementation of early dismissal procedures
- A procedure for student check-outs requiring identification and the use of student attendance logs



- A procedure for determining whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the school's status

RESPONSE TO WARNING

- A procedure to move students to predesignated safe areas
- Procedures to communicate weather conditions to all areas and a plan to coordinate response activities
- Procedures to communicate to bus drivers and personnel outside the building to notify them of the tornado warning
- Procedures to begin securing the building by closing windows and doors
- A plan for school personnel/students to seek cover in the predesignated safe areas, while taking a protective seated position with hands/arms covering the head, neck, and face
- A plan for school personnel to secure or store articles, when possible, that may become missiles indoors
- A plan to coordinate school personnel who have been trained in CPR, Stop the Bleed, and first aid to be assigned to the predesignated safe areas
- Procedures to prohibit school personnel and students from leaving the building during a warning
- A plan to instruct teachers to keep their class rosters with them during the drill and to remain with class ensuring all students are present and are taking safety precautions
- Procedures to decide if and when students can be released from school (*Students should not be released during an active tornado warning*)
- A plan for school personnel/students to remain in safe areas until the all-clear is given
- Procedures to inspect the building after the tornado and before students return
- A procedure for determining whether to initiate early dismissal
- A procedure for student check-outs requiring identification and the use of student attendance logs
- A procedure to determine whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the school's status



FLOODING

Schools must consider incidents involving flooding within the building as well as flooding or flash flooding in the neighborhood. Flooding is a longer-term event than flash flooding; it may last days or weeks. Flash flooding typically begins within six hours and often within three hours of heavy rainfall. Water mains break and may also create flooding. School personnel should coordinate with their local EMA regarding flooding procedures and have designated school personnel to monitor conditions in the local area.

This section addresses flooding by providing evacuation procedures and additional emergency preparedness recommendations for schools to use in the development of their School Safety Plan.

It is recommended that the following items be included in your flooding procedures:

- A plan for the school to coordinate with the local EMA on local flood plains
- A plan for school personnel to monitor weather and other local conditions in the affected areas via radio, internet, or television broadcasts
- Procedures to shut off the water at mains to prevent contaminated water from backing up into the school water supply system
- Procedures for determining alternative transportation routes to avoid flood-prone areas and how to handle transportation for students whose neighborhood is unreachable or not safe for drop off
- A plan to closely monitor dismissal procedures to keep students away from flooded areas, flooding, or flood areas
- A procedure to immediately evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding, or if students cannot be evacuated, to implement shelter-in-place procedures
- Procedures to immediately and appropriately respond to a flash flood
- A procedure detailing how and where to relocate students from low-lying levels/areas during a flooding event
- A protocol for determining whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the status of the school during and after the event



EARTHQUAKE

Parts of Georgia are in a moderate-expected earthquake damage zone according to the US Geological Survey. Therefore, school administration should be prepared to implement disaster response procedures in the event of an earthquake and should coordinate with their local emergency management agency.

This section addresses an earthquake event and provides recommendations for school administration to use in the development of their School Safety Plan. Recommendations include suggested procedures to train students and school personnel on how to take cover under desks, when possible, and cover their heads and necks, along with additional earthquake response procedures.

It is recommended that the following items be included in your earthquake procedures:

- A plan for school personnel to coordinate with the local EMA
- A procedure for school personnel and students to take cover under desks, when possible, and cover their heads and necks
- A procedure for school personnel to stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall
- A procedure for school personnel to move students away from windows and relocate to the hallways or stairwells
- A procedure to immediately evacuate students and school personnel using emergency evacuation procedures if the earthquake begins to cause damage to the school building structure
- Procedures for school personnel to move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall
- Procedures for school personnel to stay away from the building and to not re-enter the building after an earthquake
- Procedures for conducting a building inspection prior to school personnel and students being allowed to re-enter the building
- A protocol to determine whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the status of the school



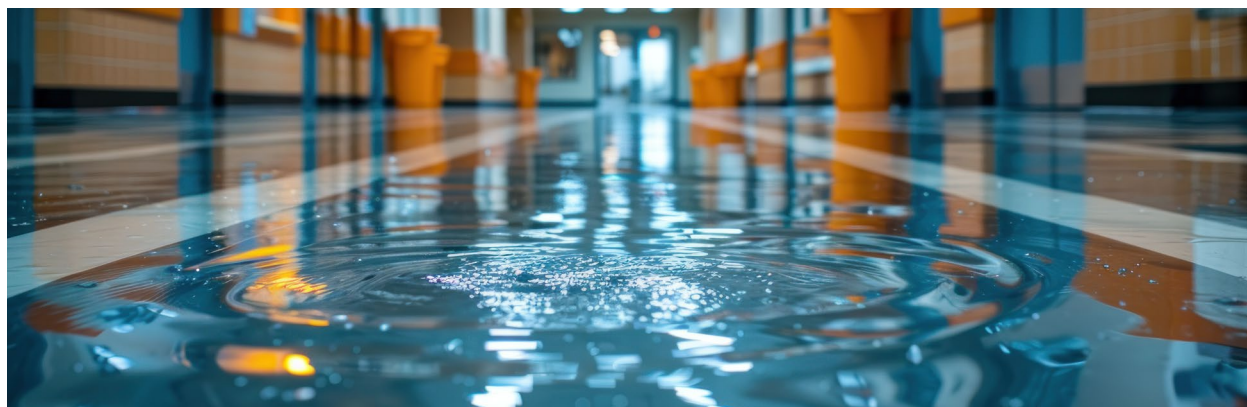
HURRICANE/TROPICAL STORM/DEPRESSION

A hurricane is a large rotating storm with high-speed winds that forms over warm waters in tropical areas. Hurricanes have sustained winds of at least seventy-four miles per hour and an area of low air pressure in the center called the eye. A tropical storm is a circular storm that forms over warm waters. When it hits land, it typically brings heavy rains and strong winds that can destroy buildings and rip out trees by their roots. Tropical depressions include an atmospheric low-pressure system originating in the tropics, specifically, a tropical cyclone in which the maximum sustained wind speed is thirty-eight miles per hour (62 kilometers per hour) or less.

Schools may consider the following recommendations for inclusion in the hurricane/tropical storms/depression section of their School Safety Plan. Procedures involving securing school grounds and facilities, monitoring weather reports, coordinating with the local EMA continuously, and other disaster response activities should be considered for this section.

It is recommended that the following items be included in your hurricane/tropical storms/depression procedures:

- Procedures to secure the grounds and facilities prior to the storm making landfall
- Procedures to monitor weather reports and continuously coordinate with the local EMA
- A procedure to work with GEMA/HS to develop a plan for providing temporary shelter and for check-in/out procedures for evacuees
- A procedure to coordinate with the local EMA to carefully survey the building after the hurricane has passed to assess danger post event
- A training plan to ensure school personnel do not enter the building until the local EMA has completed an assessment
- A protocol to determine whether the school is safe to return to normal operations
- Procedures to notify school personnel and parents/guardians about the status of the school



PANDEMIC AND EPIDEMIC

Pandemics and epidemics are similar. An epidemic is defined as a disease outbreak specific to one city, region, or country, and it typically starts and spreads rapidly. A pandemic is a type of epidemic that has spread worldwide, affecting many countries and continents. This section provides emergency response recommendations for pandemics and epidemics that school administration may want to include in their School Safety Plan.

The information in this section provides sample planning components based on operational actions. Actions are divided into seven levels, depending on the seriousness of the epidemic/pandemic. Schools should base their School Safety Plan details on local pandemic protocols, which may outline other planning components at different event levels. This section provides suggestions and examples for activities and operational plans for emergency response.

It is recommended that the following items be included in your pandemic and epidemic protocols.

LEVEL 0: PREVENTION AND PREPARATION

- Place posters on hand washing and infection control in schools and on websites.
- Provide information to schools, parents, and staff about hand sanitizers, cough and sneeze etiquette, signs, and symptoms.
- Ensure your custodial staff has appropriate training on thoroughly cleaning and disinfecting work and play areas.
- Ensure schools and departments have adequate supplies.
- Establish and test emergency communication protocols with a staff contact “tree.”
- Provide information to staff and parents on pandemic planning for families.
- Develop plans for operating with a staff workforce reduction.
- Develop plans to secure buildings, information technology, and financial functions.
- Develop alternatives to closing schools.
- Develop plans for educational continuity if schools close.
- Plan for full school district closure and partial-school closure.
- Develop a mental health plan for students and staff in conjunction with local mental health services staff to implement during a pandemic event and during the recovery phase. The plan should include post-traumatic stress syndrome counseling.
- Apply all plans and procedures to after-school programs.

LEVEL 1: SUSPECTED HUMAN-TO-HUMAN OUTBREAK

- Review the pandemic plan for preparedness and provide ongoing communication to key staff on their roles and responsibilities.
- Maintain infection control precautionary measures.



- Keep staff and parents current with updates through the school district website and cable access channel.
- Ensure all staff and external contact information is current, including direct lines to the local health department.
- Alert all principals of the pandemic status and remind them that the event level may escalate rapidly to the next level or levels.
- Do not enroll students from out-of-country or out-of-state without appropriate immunization records. Follow the immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Place Incident Command Center staff on standby.
- Inform community agencies to assist families who may not have regular access to food or who may have a language barrier that would impede their efforts to seek assistance.
- Apply all procedures to after-school programs.

LEVEL 2: CONFIRMED HUMAN-TO-HUMAN OUTBREAK

- Provide ongoing communication to key staff on their roles and responsibilities.
- Maintain infection control precautionary measures.
- Alert all principals of Event Level 2 status and remind them that the event level may escalate rapidly to the next level or levels.
- Monitor student and staff attendance daily and report to the local health department any school where student and/or staff attendance drops.
- Do not enroll any students without appropriate immunization records. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health & Human Services.
- Develop a continuous direct link to your local health department; make plans with the local health department to establish daily communications if a widespread outbreak occurs overseas.
- Keep relevant groups informed through a cable access channel, emails, newsletters, fact sheets, social media, and websites.
- Remind staff, students, and parents of good hygiene practices.
- Review all out-of-state (in-country) travel and be prepared to cancel all out-of-state field trips. Alert parents that future field trips may be cancelled.
- Prepare to implement educational continuity plans.

LEVEL 3: WIDESPREAD HUMAN OUTBREAK

- Activate the Incident Command Center and pre-stage 24/7 manning of the center. Bring extra phones (and cell phones), laptops, and other computers. Meet with Incident



Command Center staff to prepare for rapid escalation of the outbreak in North America. Remind staff of roles and responsibilities and importance of access at any time.

- Activate the daily direct link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.
- Alert all principals of Event Level 3 status and remind them that the event level may escalate rapidly to the next level or levels.
- Monitor student and staff attendance daily and report to the local health department.
- Alert central office staff to possible full school district or partial-school closure and cancellation of extracurricular activities.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Sanitize schools and buses daily, as per local health department guidelines; implement a sanitizing verification process.
- Isolate ill students and staff in predetermined locations in the school with supervision until they can be sent home or picked up by authorized persons.
- Pre-stage the Crisis Response Team(s) to discuss updated pandemic information and a timeline for activation of the team (or teams).
- Apply all procedures to after-school programs.

LEVEL 4: EXPANDED HUMAN OUTBREAK

- Fully activate the Incident Command Center for all direct report staff, with a direct link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.
- Alert Secondary Incident Command Center staff, in case primary staff members are unable to man the Incident Command Center.
- Activate an information hotline (or social media) for parents and staff; update hotline and website information daily (at least) and provide social media updates.
- Activate the Crisis Response Team(s) for student and staff psychological support.
- Closely monitor staff and student attendance and provide reports to the local health department and the Incident Command Center twice daily.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Pre-stage alternatives to school closure.
- Isolate and send home staff or students with flu-like symptoms.
- Designate a school bus to transport sick students' home should parents be unable to come to the school.
- Alter the school cleaning routines by maintenance staff.



- Apply all procedures to after-school programs.

LEVEL 5: EXPANDED (LOCAL) OUTBREAK

- Maintain the daily link to the local health department and, if possible, to the State Emergency Operations Center and/or State Health Division via local agencies.
- Prepare for communication links from public health and/or GaDOE.
- Institute partial-school or full-school closure or alternatives to closure, as recommended by public health.
- All field trips should be cancelled or called back, including local field trips. Cancel all extracurricular activities and competitive sports and other events.
- Prepare educational continuity plans.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- Expand hotline staff and update hotline information and website information and provide social media updates; provide updates from the public health department.
- Isolate and send home staff or students with symptoms, utilizing supervised isolation areas in the school. Access to this room should be limited and monitored.
- Absences should be reported to the school attendance office throughout the day.
- Access to the school building should be limited.
- Activate social distancing strategies.
- Expand school cleaning routines by maintenance staff.
- Apply all procedures to after-school programs.

LEVEL 6: HEALTH EMERGENCY

- Based on a directive from public health, the governor, or a joint decision between public health and the local school system, the superintendent orders a partial closure of schools. Depending on circumstances, it may be one or more schools.
- Confirm closures with GaDOE.
- Inform the public and school district employees using all means of communication, and coordinate news release with public health and GaDOE.
- Secure all buildings.
- School system police or other law enforcement agencies should check all buildings and establish periodic patrols during the school closure period.
- All perishable food items should be disposed of unless the cafeteria remains open for public access.
- Check all alarm and surveillance systems.
- Secure all school buses and service vehicles.
- Maintain communication with the local health department.



- When possible, collaborate with local agencies to assist families.
- Activate educational continuity plans.

LEVELS 7: RECOVERY – TAKING STEPS TO REOPEN SCHOOLS

- Based on communication with public health and authorization to start the process of recovery, the school district will begin the initial stages of preparing to reopen schools.
- When possible, the Crisis Response Team staff will meet to activate the mental health plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling.
- Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations.
- Inspect all buses.
- Determine information technology status and operational needs.
- Inspect all school cafeterias and buildings with the assistance of the local health department.
- Expand school cleaning routines by maintenance staff.
- Establish a timeline and staffing threshold for opening schools and other buildings for staff.
- Re-activate information hotlines and social media as soon as possible.
- Revise/update the school year calendar and share it with staff, parents, and news media.
- Do not enroll new students without immunization records or approval from the local health department. Follow immunization and other health guidelines provided by the local health department, the Georgia Division of Public Health, and/or the US Department of Health and Human Services.
- When schools reopen, activate social distancing strategies to minimize reinfection spread.



CYBERSECURITY AND OTHER COMPUTER INTRUSIONS

Cybersecurity is the application of technologies, processes, and controls to protect systems, networks, programs, devices, and data from cyberattacks. It aims to reduce the risk of cyberattacks and protect against the unauthorized exploitation of systems, networks, and technologies. Data, programs, and processes may include sensitive data, personally identifiable information, protected health information, financial data, personal information, intellectual property, data, and governmental and industry information systems. This section provides information specific to school administrations' cybersecurity measures. Recommendations provided include details on how school personnel can respond to cyberattacks and computer fortification suggestions for critical infrastructure and for strengthening computer protocols.

With increased cyberattacks, awareness and prevention are key as evident by the recently prohibited use of foreign adversary social media. GEMA/HS maintains a list of prohibited social media platforms directly or indirectly owned, operated, controlled, monitored, or influenced by a foreign adversary. Senate Bill 93 prohibits all State of Georgia employees and K-12 public school students from installing, using, or visiting any of the prohibited social media platforms on state equipment. The law requires the list of prohibited social media platforms to be made available to the public through the GEMA/HS website. Due to the frequency at which social media applications are created, this list will be dynamic and should be checked regularly for updates. For more details surrounding prohibited foreign adversary social media, visit <https://gema.georgia.gov/what-we-do/homeland-security/prohibited-fa-social-media>.

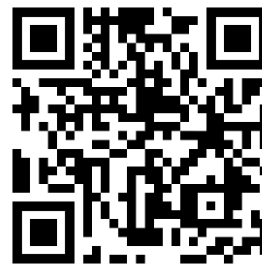
Schools may also be presented with various cybersecurity issues and/or cyberattacks. To assist with response to cybersecurity and other cyberattacks, the Georgia Cyber-Security Incident Reporting Portal provides a secure means of reporting computer security incidents to appropriate GEMA/HS personnel. This portal assists analysts in providing timely handling of your security incidents as well as the ability to conduct improved analysis. For access to the portal, visit <https://gagema.powerappsportals.us/>

It is recommended that the following items be included in your protocols for cybersecurity and other computer intrusions:

- Define access to data and demographic information for designated school personnel.
- Develop strategies and describe the concept of appropriate access to private information such as student demographics and grade data.
- Establish a concept for access control and how to limit access to school data to only authorized users.
- Determine the equipment needed to access servers and network connections.



- Identify specific network components and the roles of these connected network components.
- Create a plan for school personnel to utilize appropriate networks.
- Develop a plan for school personnel to store and share information using cloud computing.
- Regularly maintain backups and utilize end point protection.
- Ensure all staff have regular cyber security training.
- Demonstrate safe cloud computing practices among school personnel.
- Limit the amount of data available on the school's public website. Staff and student email addresses, phone numbers, detailed facility information, and other sensitive information should be access controlled and password protected – not public facing.
- Develop a plan to compare the concepts surrounding access control.
- Establish the difference between online and local use of computing devices within the school.
- Determine a plan for network communication.
- Develop a procedure to differentiate between a network device's MAC and IP addresses.
- Create a plan to compare network topologies.
- Establish layers within the OSI networking model appropriate for your school.



TRAINING: GEMA/HS can provide information about cybersecurity and other computer intrusions protocols. For assistance, please contact your local Homeland Security Coordinator at gema-schoolsafety@gema.ga.gov. The map on page 62 of this guide provides information about the local area coordinators. Tabletop exercises and training for the cyber-security incident reporting portal are also available as needed.

PREPAREDNESS AND RESPONSE PROTOCOLS FOR OTHER SITUATIONS

In this section, schools can detail emergency response plans that are unique to that particular school and community. For example, this section might include response activities resulting from a location close to railroad tracks, above-ground storage tanks (or an industrial park), an airport, correctional facilities, expressways, tractor-trailer truck routes, rivers, flood plains, unhoused encampments, high crime zones, red light districts, and all other situations unique to the school. School Safety Plans should include protocols developed for these special situations.

School personnel should coordinate with their GEMA/HS Homeland Security Coordinator and local EMA and law enforcement personnel.



SCHOOL SAFETY PLAN COMPLETION SUMMARY

This School Safety Plan Completion Summary provides recommended emergency preparedness and disaster response strategies, plans, documentation, items, and other safety tasks for school administration to use as they finalize their School Safety Plans. This section outlines the following School Safety Plan components: local school system media protocols; blueprints of your school; kit descriptions; school personnel trained in areas such as CPR, first aid, AED, Stop the Bleed, Naloxone, and Suicide Prevention; local fire procedures; training for chemical spills/decontamination; emergency check-out procedures; maps of evacuation routes; lockdown recommendations; parent/guardian communication protocols; and school procedures for student runaways, abductions, and missing students.

Schools should consider acknowledging all school personnel involved in the development of the School Safety Plan. As noted in the School Safety Plan Development Team section of this guide, members may include the following:

- Collaboration between school and public safety
- Community leaders and other stakeholders
- Local law enforcement and emergency management agencies
- Secretaries
- Custodians
- School nurse
- School district employees
- All other school employees
- School Boards
- Parent-Teacher Associations
- Juvenile court
- Fire service

It is recommended that schools refer to terms and definitions, attachments, and reference links provided throughout this State of Georgia Guide for School Safety Plans. Schools should consider the following helpful hints when completing their School Safety Plans:

- Do not cut and paste.
- Make sure all contact information is up to date.
- Schools are strongly encouraged to coordinate with other agencies.
- Drill and exercise. (Do not allow safety plans to just remain on the shelf.)
- Make sure school personnel/substitute teachers are trained consistently.



LOCAL AREA HOMELAND SECURITY COORDINATORS

The Georgia Emergency Management and Homeland Security Agency's Homeland Security Coordinators (HSC) serve local area communities and schools by providing guidance and technical assistance on matters of emergency management and preparedness as schools develop their School Safety Plans. The HSC is the conduit to the Georgia Emergency Management and Homeland Security Agency (GEMA/HS). An HSC's primary goal is to provide services and assistance, as outlined in Georgia Code O.C.G.A. § 20-2-1185. Schools can obtain training and technical assistance by contacting the HSC or Schools can obtain training and technical assistance by contacting the HSC or GEMA/HS.

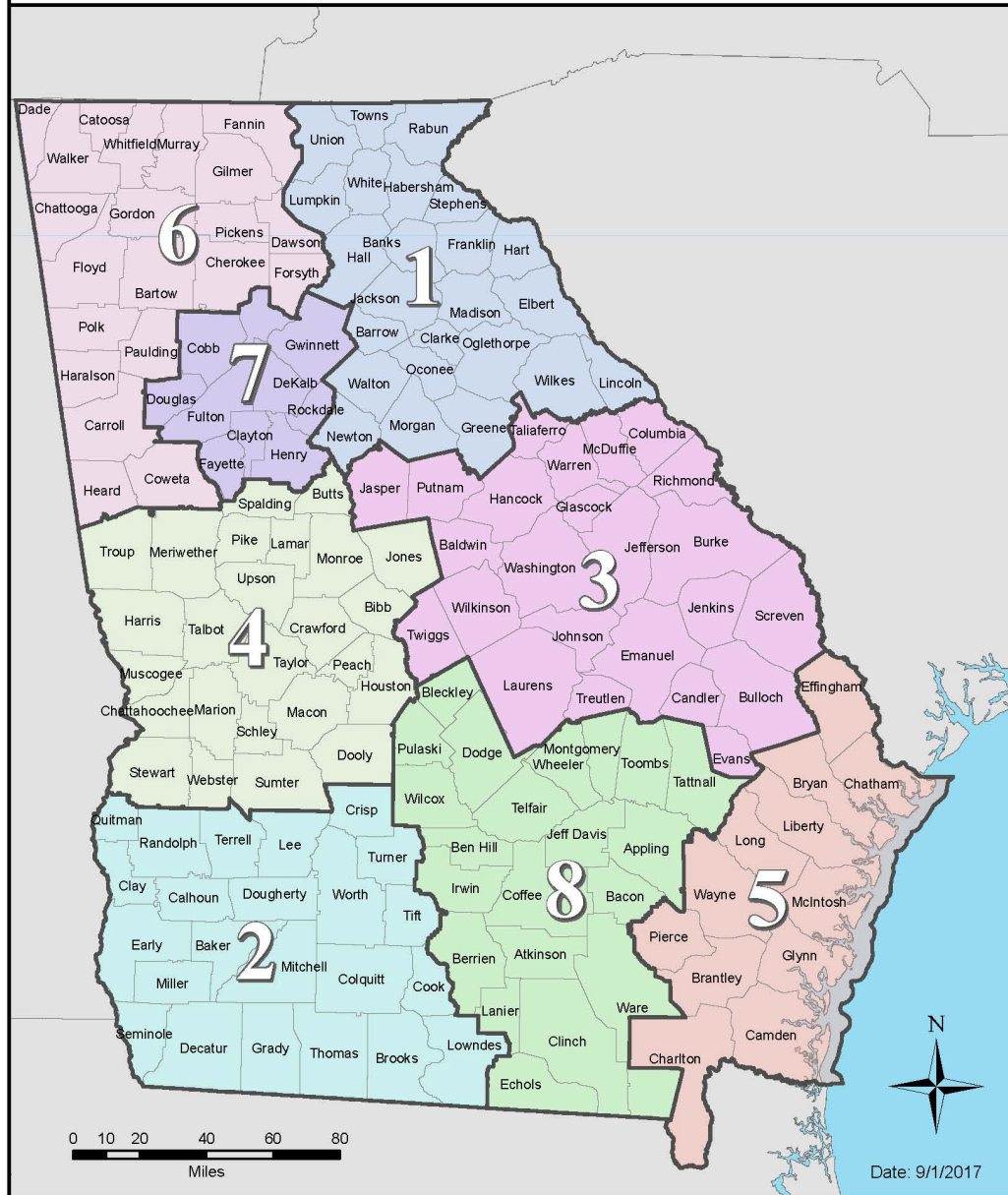
Georgia law states that GEMA/HS must provide training and technical assistance on emergency management and safe school operations to school systems throughout the state. It may also provide this assistance to private school systems and independent private schools in Georgia. This training and technical assistance must include but not be limited to crisis response team development, site surveys and safety audits, crisis management planning, exercise design, safe school planning, emergency operations planning, search and seizure, bomb threat management, and model school safety plans.

Furthermore, as an agent of the Georgia Homeland Security Task Force, the HSC is a sworn law enforcement agent who provides behavioral threat assessments and investigatory assistance and resource allocation for actionable articulable threats to life that affect schools in Georgia. The HSC can help with identifying key components within the State of Georgia Guide for School Safety Plans, such as the threat assessment and management process addressing threats of violence. In addition, schools are encouraged to report school safety threats as well as threats to life to their HSCs at their discretion. For more information on school safety, please visit <https://gema.georgia.gov/what-we-do/school-safety>.





Georgia Emergency Management and Homeland Security Agency Field and Homeland Security Coordinator Areas



Georgia is divided into eight GEMA/HS coordinator areas. Use this map to identify your school's region.
Contact your HSC by email at gema-schoolsafety@gema.ga.gov.



TRAINING AND SERVICES

In an effort to share knowledge and best practices, GEMA/HS and the Georgia Department of Education (GaDOE) provide training related to school emergency planning as outlined in the Georgia Code O.C.G.A. 20-2-1185 (a)(1): *Training school administrators, teachers, and support staff, including, but not limited to, school resource officers, security officers, secretaries, custodians, and bus drivers, on school violence prevention, school security, school threat assessment, mental health awareness, and school emergency planning best practices.* It is recommended that School Safety Plans include details regarding safety and emergency preparedness training. This section provides information on training and services available through GEMA/HS and GaDOE.

GEMA/HS also provides Behavioral Threat Assessment training for schools. Behavioral Threat Assessment Teams provide case management assistance and consultation. Your GEMA/HS area's Homeland Security Coordinator coordinates this training and service. Additional training is available across several emergency planning areas, including school violence prevention, school security, school site threat assessment, mental health awareness, and school emergency planning.

GEMA/HS TRAINING OPTIONS

GEMA/HS provides multiple training options for school personnel. Training options are based on school safety issues and are administered through a series of statewide conferences, regional workshops and presentations provided at the request of local communities. A local agency or school may request any of the GEMA/HS training programs.

For more information on our school safety programs, visit <https://gema.georgia.gov/school-safety-training>

GADOE TRAINING OPTIONS

GaDOE assists districts, schools, and communities in identifying and addressing student barriers to success while expanding learning opportunities through training and education. Georgia Learns is a new online professional learning platform for schools, district staff, and education partners in Georgia and is intended to support increased demands for quality online professional learning.

GaDOE in partnership with GEMA/HS has created the Ready Georgia Seal of Preparedness to recognize public schools that go above and beyond in their efforts to provide safe and secure learning environments for their students, faculty, and staff. The Ready Georgia Seal of Preparedness is awarded to individual schools on an annual basis who apply and meet criteria in the following categories:



- Emergency Operations Planning
- Drills and Exercises
- Training
- Security Interventions
- Technology
- Data Analysis

The window for the Ready Georgia Seal of Preparedness will open each year in September and schools may apply through an online application. The application will require specific documentation of drills, planning, and collaborative practices throughout the school year, in addition to the submission of an approved school safety plan. Lack of appropriate documentation for all components does not necessarily exclude a school from recognition, and each application will be considered based on individual efforts of preparedness. Schools awarded the Seal of Preparedness will be announced the following February.

If you have questions about the Ready Georgia Seal of Preparedness, please reach out to Mark Muma, GaDOE Program Manager for School Safety at mark.muma@doe.k12.ga.us or Jeff Hodges, GaDOE Program Specialist for School Safety at jhodges@doe.k12.ga.us.

For information from GaDOE on emergency preparedness and training, visit <https://www.gadoe.org/wholechild/Pages/home.aspx>

For information on Georgia Learns, visit <https://www.gadoe.org/Technology-Services/KRM/Pages/Georgia-Learns.aspx>



TERMS AND DEFINITIONS

This guide defines several terms that school personnel are likely to use in their School Safety Plans. This section compiles all terms and definitions provided throughout this guide.

1. Accident: An accident is an abnormal condition, disorder, or event that could result in an injury to students or school personnel.
2. Active Attacks: An active attack involves weaponry, explosives, and active shooter events. They can also include vehicle attacks, knife attacks, and any other events in which the primary concern is an attempt at mass murder.
3. Automated External Defibrillator (AED): An AED is a medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest.
4. Barricade: A barricade is a designated perimeter established for the purpose of seizing or holding as security for the fulfillment of a condition.
5. Biological Threat: Biological threats may involve an infectious disease with the potential to spread and cause an outbreak. Infectious diseases are illnesses caused by germs (such as bacteria and viruses).
6. Bomb: A bomb or explosive device creates an explosion associated with an extremely vigorous outward release of energy, usually with the generation of high temperatures and the release of high-pressure gases.
7. Bomb Threat: A bomb threat is defined as a threat to detonate an explosive or incendiary device to cause property damage, death, or injuries, regardless of whether such a device exists.
8. Crisis: A sudden and unexpected event leading to a disruption of operations at a school or a school-sponsored event (e.g., field trip, sporting event, extracurricular activities), also considered an emergency. Crises may be natural (weather related) or manmade (e.g., cyber threats, hazardous materials exposure, active shooter).



9. Civil Disturbances: Examples of civil disturbances may include student walkouts, student protests, or parents/community members upset over a ruling. Disturbances are categorized into the following levels:
 - a. Level 1 Disturbance: Disruption is confined to one area and poses no threat to students/staff.
 - b. Level 2 Disturbance: Disruption forces are moving, in multiple locations and/or pose a threat to students/staff.
 - c. Level 3 Disturbance: Disruption is widespread and is a serious threat to students/staff.
10. Cybersecurity: The application of technologies, processes, and controls to protect systems, networks, programs, devices, and data from cyberattacks.
11. Depressions: Weather events that include an atmospheric low-pressure system originating in the tropics, specifically, a tropical cyclone in which the maximum sustained wind speed is thirty-eight miles per hour (62 kilometers (about 38.53 mi) per hour) or less.
12. Emergency Kits: Boxes and containers that are easily transportable and include basic emergency items to ensure school personnel and students can deal with illness and injury. These kits contain water, breathing protection devices, emergency lights and tools, snacks, and first aid supplies.
13. Epidemic: An epidemic is a disease outbreak specific to one city, region, or country that typically starts and spreads rapidly.
14. Flooding: Flooding involves the overflow of water onto normally dry land. Flooding is the inundation of a normally dry area caused by rising water in an existing waterway, such as a river, stream, or drainage ditch.
15. Flash Floods: Flash floods typically begin within six hours and often within three hours of heavy rainfall.
16. Hazardous Materials: Hazardous materials include explosive, flammable, combustible, corrosive, oxidizing, toxic, infectious, or radioactive materials that are exposed on school premises.
17. Homeland Security Coordinator (HSC): The HSC serves local area schools by providing guidance and technical assistance on matters of emergency management and preparedness as schools develop their School Safety Plans.



18. Hostage: A hostage is a person seized or held as security for the fulfillment of a condition.
19. Hurricane: A hurricane is a large rotating storm with high-speed winds that forms over warm waters in tropical areas. Hurricanes have sustained winds of at least seventy-four miles per hour and an area of low air pressure in the center called the eye.
20. Illness/Injury: An illness is an abnormal condition, disorder, or event that could result in an injury to students or school personnel. Examples include a cut, fracture, sprain, and/or acute and chronic illnesses, such as a skin disease, respiratory disorder, or poisoning.
21. Intruder: An intruder is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building.
22. Pandemic: A pandemic is a type of epidemic that has spread worldwide, affecting many countries and continents.
23. Student Disruptions: Student disruptions may include student walkouts or protests.
24. Suspicious Package: Suspicious packages include any package causing concern as to its content because of its appearance or labeling.
25. Suspicious Person: A suspicious person is someone whose observed behavior may indicate pre-operational planning which jeopardizes the safety of the school building.
26. Terrorism: The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political, social, or ideological objectives.
27. Threat/Occurrence of Suicide: A threat or occurrence of suicide may involve any interpersonal action, verbal or nonverbal, with or without a direct self-injurious component, that a reasonable person would interpret as communicating or suggesting suicidal behavior may occur in the near future.
28. Tornado: A tornado is a violently rotating column of air touching the ground, usually attached to the base of a thunderstorm.
29. Tornado Warning: A tornado warning signals that a tornado has been sighted or indicated by weather radar in or near the coverage area.



30. Tornado Watch: A tornado watch indicates that weather conditions are favorable for a tornado in and near the watch area.
31. Tropical Storm: A tropical storm is a circular storm that forms over warm waters. When it hits land, it typically brings heavy rains and strong winds that can destroy buildings and rip out trees by their roots.
32. Unified Command: In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, unified command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.



GLOSSARY OF LINKS

The State of Georgia Guide for School Safety Plans refers to several website links to assist school personnel with the development of their emergency management procedures and protocols. For easy reference, this section compiles all website links provided throughout the guide.

1. Georgia Code O.C.G.A. § 20-2-1185 School Safety Law
<https://law.justia.com/codes/georgia/2010/title-20/chapter-2/article-27/20-2-1185>
2. Georgia Emergency Management & Homeland Security School Safety
<https://gema.georgia.gov/what-we-do/school-safety>
3. Georgia Emergency Management & Homeland Security School Safety Training
<https://gema.georgia.gov/school-safety-training>
4. Georgia Department of Education Emergency Preparedness & Training
<https://www.gadoe.org/wholechild/Pages/home.aspx>
5. Georgia Department of Education Georgia Learns
<https://www.gadoe.org/Technology-Services/KRM/Pages/Georgia-Learns.aspx>
6. Georgia O.C.G.A. 31-11-55.1 Narcan
<https://www.legis.ga.gov/legislation/66327>
7. Georgia Department of Public Health Community Training for Administering Naloxone
<https://www.youtube.com/watch?v=5L57IvDCkiY>
8. U.S. Centers for Disease Control & Prevention
<https://www.cdc.gov/overdose-prevention/about/index.html>
9. Georgia O.C.G.A. 31-11-53.1 Automated External Defibrillator Program
<https://law.justia.com/codes/georgia/2010/title-31/chapter-11/article-3/31-11-53-1/>
10. National Suicide Prevention Lifeline 9-8-8
<https://988ga.org/>
11. Georgia Department of Behavioral Health & Developmental Disabilities Apex Program
<https://dbhdd.georgia.gov/georgia-apex-program>



12. Georgia Emergency Management & Homeland Security Lockdown Recommendations
<https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf>
13. Suicide Prevention Resource Center *After a Suicide Toolkit for Schools*
sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf
14. Georgia Emergency Management & Homeland Security Bomb Threat Assessment Questionnaire
<https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Bomb-Threat-Assessment-Questionnaire.pdf>
15. Georgia Office of the Insurance and Safety Fire Commissioner Safety Fire Reporting & Education
<https://oci.georgia.gov/safety-fire-reporting-education>
16. National Fire Protection Association (NFPA) Life Safety Code
<https://www.nfpa.org/en>
17. Georgia Emergency Management & Homeland Security Civilian Response to Active Shooter Events (CRASE)
<https://gema.georgia.gov/school-safety-training>
18. National Weather Service Preparedness Guide for School
www.weather.gov/grb/schools
19. Georgia Emergency Management and Homeland Security Prohibited Foreign Adversary Social Media
<https://gema.georgia.gov/what-we-do/homeland-security/prohibited-fa-social-media>
20. Georgia Emergency Management and Homeland Security Cyber-Security Incident Reporting Portal
<https://gagama.powerappsportals.us/>



ATTACHMENT A

BOMB THREAT ASSESSMENT QUESTIONNAIRE

Date: _____ Time: _____ Incoming phone number: _____

Ask the Caller:

1. Where is the bomb right now?
2. What will cause the bomb to explode?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What does the bomb look like?
6. Who placed the bomb?
7. Why was the bomb placed?
8. How do you know this information?
9. What is your name?

Exact Wording of Bomb Threat?

Caller Information	Caller's Voice			Background Sounds:		Threat Language:
Sex: _____	Calm	Nasal	Slurred	Traffic	Voices	Well Spoken
Race: _____	Soft	Angry	Whispered	Music	Static	Offensive Words
Age: _____	Stuttered	Lisp	Accent	Clear	Machinery Noises	Taped
Length of Call: _____	Excited	Loud	Disguised	Factory Noises	Long Distance	Incoherent
	Laughter	Slow	Cracking	PA System	Crowd/Others	Message Read
	Familiar: (Who did it sound like?) _____			Other Information about background: _____		Irrational

Agencies Notified: <ul style="list-style-type: none"> o 911/Law Enforcement/Fire o Superintendent's Office o Emergency Management Agency o GEMA/HS School Safety Coordinator 	Call Received by: Name: _____ Title/Position: _____
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Additional Information: _____

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404-635-7000 or GEMA.SchoolSafety@gema.ga.gov
<http://gema.georgia.gov>



ATTACHMENT B

LOCKDOWN PROCEDURE

Every day, schools across the nation must place their campuses on lockdown due to an unsafe environment or threat. Lockdowns can be addressed in a variety of ways, but research and best practices reveal several procedures that rise above the rest. Although these recommendations will work for most situations, it is highly recommended that school officials consult with local law enforcement to cooperatively develop protocols for all parties responding to an incident at the schools.

Important Points to Consider

- When making the announcement to place the school in a lockdown, do NOT use “codes.” State in plain speech that the school is in a Level X lockdown until further notice. If deemed necessary, it may be appropriate to provide additional instructions based on the specific situation but do NOT announce the reason for the lockdown.
- The level of lockdown may change at any time. Students and staff should be prepared to respond appropriately.

Suggested Lockdown Levels

- **Exterior Lockdown**
 - Lock all exterior doors, lock and monitor main access door.
 - Monitor movement of students, particularly between classes.
 - Movement is limited to inside the building.
 - Students and staff remain in building.
 - Block visibility into classrooms from exterior windows and doors. **Example: Threat is exterior to school. Criminal activity is area of school.*
- **Interior Lockdown**
 - Close and lock all exterior/classroom doors.
 - Open exterior window blinds or curtains to allow exterior visibility into classroom.
 - Conduct accountability procedures. Display appropriate status cards if plan requires.
 - Staff and students do not leave classroom.
 - Continue classroom introduction or normal activities within the classroom.
 - Do not contact office unless you have pertinent information or an emergency.
 - Announce for all visitors/vendors inside the building to return to the office. **Example: Threat is inside school. Angry parent or student that is verbally upset and agitated but not physically threatening at current time. Medical emergency requiring EMS response.*
- **Full Lockdown**
 - If safe to do so, lock exterior doors (primarily applicable when multiple buildings exist).
 - Immediately ensure classroom doors are locked and consider barricading interior classroom doors.
 - All persons should move out of sight in locked rooms. Turn off lights, if visibility is possible from interior windows/doors.
 - Open exterior window blinds or curtains to allow exterior visibility into classroom.
 - Remain silent, place all phones/electronic devices on silent.
 - School officials get into lockdown position also. **Example: Threat is inside. Threatening person is at school, possible weapon involved/active shooter (student/parent/staff).* Work with local law enforcement and **AVOID, DENY, DEFEND, AVOID** the threat (this may mean different actions depending on location), **DENY** the threat access to students and faculty through locked doors and barricading. **DEFEND** as an absolute last resort do not leave secured area to “hunt” the threat.

**Consult with local responding law enforcement to determine their preference based on tactical capabilities.*

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STATE OF GEORGIA
GUIDE FOR SCHOOL SAFETY PLANS



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